

Let's do it properly

No one who has been within earshot during the continuing education debate can be in much doubt about the importance of in-service training or the reasons why Mrs Shirley Williams is so keen to get money spent on it. Curriculum change, the Warnock proposals, reorganization, falling school rolls, all have their consequences for in-service training as well as initial teacher training. The Green Paper which would up the Great Debate also laid emphasis on the part it should play in the management and quality of the teaching force, both to improve promotion prospects for the promising, and to help the weaker brethren.

The new discussion paper to be published by the DES for ACSTT (page 3) is in line with this in putting forward the needs of the schools as well as of individual teachers and groups as the basis for its very comprehensive framework of ideas and practical suggestions. Its conclusion emphasizes that the aim of INSET must be to improve the education of children.

This said, though it may be realistic to suggest what might be done without adequate resources, it is disquieting to read some of the suggestions of what might be done without release, staff seminars, working parties, conferences,

courses, schools visits and exchanges might be arranged "during lunch hours, after school, in the evenings, or on the day before a new term begins".

Just the sort of thing that dedicated teachers are doing now and have always done; just as it has always been the dedicated and ambitious who have gone on in-service courses as well as on the school's time. But if an expanded in-service programme is to improve the quality of the teaching force, it has to get to the not-so-good and the not-so-enthusiastic who are less inclined to give up their free time to top up knowledge or technique.

The same might be said of Mrs Williams's call for voluntary effort in a recent speech, which suggested that we needed teachers to be prepared to forgo improvement in staffing ratios in order to secure the release of others for secondment. This suggests yet another piece of improvisation, another attempt to get something on the cheap. As professional people, many teachers already devote a great deal of their own time to activities related to their work. What is needed now is not some heroic, short-term sacrifice from teachers, but the introduction of a sound scheme of in-service training on a continuing and properly staffed basis.

More local, less central

In a carefully argued report published this week (page 4) the Association of Metropolitan Authorities claims that local government should be allowed to play a larger part in combating unemployment. The AMA is now controlled by a Conservative majority. It is not surprising, therefore, that the tone of the document is critical of the Government. But the political stance of the document is more pro-local government than pro-Tory. It points out that the public expenditure cuts of recent years will leave local government spending in 1981 5.5 per cent down on the 1974 level while total Government expenditure is 7.3 per cent up. It points to the large increase in social payments and contrasts this with the severe limits placed on local government services. The AMA wants to spend a lot more on those local government services which can promote national recovery and create jobs. To do so without increasing public expenditure as a whole it has to argue for corresponding cuts in national spending. The main target is to be the special measures to fight unemployment and, in particular, job creation programmes of all kinds, and their successors in the youth opportunity programme.

There is a lengthy section on

education. It advocates pre-school programmes, the rapid expansion of in-service training for teachers, and more money for vocational training and day-release for teachers. It also mentions things to say about school buildings and the work which needs to be done to remedy penny-pinching in the not too distant past. All in all, it makes out a pretty convincing case for selective development of various local services as a more effective way of generating jobs and creating a favourable environment for economic revival than any special counter-cyclical employment measures or tax cuts.

The AMA has already done so against Mrs Williams's proposed educational maintenance allowances. This is again repeated. With some aspersions the association draws attention to the uneven quality and availability of Further Education facilities which additional numbers entering would reveal, the sharply differing staying on rate in north and south, and to the likelihood that a lot of the EMA money—up to 75 per cent of the grants, the AMA thinks—would go to boys and girls who would stay on anyway. Its preferred alternative would be determined efforts to improve and expand Further Education and encourage more day release.

Standards without support

A survey by the National Association of Inspectors and Educational Advisers suggests that the numbers of local authority advisers have declined by 10 per cent since a similar survey in 1974. It shows too that many authorities still do not have specialist advisers in key subjects such as English and maths in spite of the recommendations of the Bullock Committee and the widespread concern about the quality of maths teaching which is at present the subject of another government enquiry. Few authorities come up to the MAIA's own standards, which are endorsed by the Taylor Committee of one adviser for every 20,000 of population.

The cutting, or the freezing of vacant posts, or an estimated 200 advisers is identified as the major cause of this decline. This can only be viewed as a very serious and specious argument that cuts should be applied throughout the service on a fair shares basis would hold the water as the best at times. But if the present situation is to persist like the present one for four years when the Green Paper report is published, and when the Taylor Committee is expected to publish its report, the quality of education will be seriously affected.

more in-service training, more accountability, more questioning of the curriculum and more professional leadership from local education authorities.

Advisers, as one of the main vehicles for such initiatives, have not only had a greater volume of work heaped upon them. The experience of William Tyndale and the demands for more inspection and intervention have forced them into a much less comfortable position close to the line of fire.

It is ludicrous at a time of such great concern about standards that there should be more advisers for physical education and music than for maths and English, historical reasons though there may be for this. Three-quarters of all education authorities have advisers nominally responsible for these subjects, but most of them have no commitments to other subjects or duties as well.

If schools are to live up to the sort of expectations contained in the Green Paper, the MAIA primary survey and the Taylor Committee's 1974 report will not be sufficient. Look for increased rather than a decrease in effective and efficient

Surveyed from a shaky base

The report Primary Education in England represents the first concrete outcome of Plowden's suggestion that surveys of the quality of primary schools should be undertaken by HMI at regular intervals.

The scope of the survey was impressive, comprising randomly selected classes of seven, nine and 11-year-old children in a random selection of 542 schools. Information about the schools, their organization and teaching, was acquired by questionnaire, and the range and quality of pupil work assessed by observational techniques. In addition about one half of the nine and 11-year-old children observed completed tests of reading and mathematics to provide an indication of standards.

The results and recommendations have already received wide media coverage even though the report itself is still stricken-bound. The concern here therefore is not with the findings but with the quality and status of the data on which these findings are based. This is a necessary and legitimate concern given that investigations of classroom life present many methodological difficulties, that the report is addressed to those "who carry responsibility at any level for decisions about education" and as such is likely to be used as the basis for consultation and change. This assessment of the quality of the evidence and its interpretation is limited to the observational aspects of the inquiry since these data provide the major findings on which the recommendations are based.

No investigator of classroom processes observes without a focus. This focus is derived from theory, informal or formal, explicit or implicit, which delineates those aspects deemed worthy of attention given the purposes of the study. This rationale is normally made clear, but in this report there is little hint, other than the statement that the rating schedules used were constructed "on the basis of their knowledge of primary schools and teaching and on their collective experience of assessing the work of children in primary schools".

One of the central but implicit theoretical strands of the study is the "match" defined as "the relationship between the standard of work children in the groups were doing and that which they were considered by HMI to be capable of doing". The match has of course a respectable theoretical pedigree, but there is no discussion as to why this particular theoretical orientation was adopted to the exclusion of other demonstrably important constructs or theories.

Lack of clarity in rationale is matched by lack of methodological detail making it difficult to assess the reliability of the data gathered. Two HMIs inspected each class together, a process which took two

How can you give emotional development an objective rating? Ensure classroom observers do not affect pupils' performances? Neville Bennett on the methodological shortcomings of the recent HMI survey of primary education

or three days if the school was large enough to provide a group of seven, nine and 11 year olds. This allows approximately one day per class. In that day they had to make approximately 150 ratings, presumably on each child, by assessing work in progress, previously completed exercise books, paintings and models, and concluding with a discussion with pupils and teacher. This sounds impossible, but if some kind of within-class sampling of pupils was adopted there is no mention of it in the report.

Rating scales of the type used are notoriously unreliable due to rater subjectivity. This is particularly so when the behaviours to be rated are not specifically defined. Items in the schedules used required judgments on, for example, the quality of songs, pupils' emotional development, exercise of leadership and whether engaged in developing sympathy with the predicament of others.

For such studies the raters are normally required to undergo training in an attempt to achieve consistency and for an index of rater agreement to be computed. However, there is no indication of this process in this study. Despite this, the agreement between the two HMIs observing the same class or pupils but using different schedules is reported to be high.

HMI ratings of the quality of the match also raise questions of reliability. Teachers grouped their class into high, average and low ability prior to HMIs making their subjective judgment. But HMI had no notion of level of pupil ability in an absolute sense—high ability in one class could equate with low ability in another. How this problem was coped with is not recorded.

One of the major problems in observing is the possibility that the presence of the observer significantly alters normal patterns of behaviour, particularly if the observer is aware of the purpose of the study. This could lead to a grossly distorted picture.

In this study the teachers knew beforehand the purpose of the observation and the date of the visit.

These visits took place between late 1975 and 1977. Given the information it is worth posing a question. If you were a primary teacher operating in the educational climate of 1976-77 when the HMI was full of talk of declining standards and William Tyndale (not to mention Trevor Phillips) were observed that you were to be observed by two HMIs, how would you have reacted? Could this be one of the reasons why a mere 5 per cent of teachers were observed to be using exploratory methods?

There may also be one or two problems of interpretation. Of particular importance are those relating to the question of the match since these are embedded in a number of the recommendations. The relevant findings are that the match is better when teachers have adopted, or her specialism and when diagnostic and mixed teaching approaches are adopted. Pupil achievement is also higher in such circumstances.

On the other hand match is poor in inner city classes, in vertically grouped classes and when exploratory teaching approaches are used. In these cases pupil achievement is lower.

It is tempting on the basis of such evidence, albeit correlational, to imply a causal link between groupings and high achievement, and such thinking does underlie a number of the recommendations. Unfortunately this interpretation cannot be supported by more controlled classroom-based research. The most recent studies clearly argue that the consistent negative predictor of achievement and underachievement is poor match, since this allows adequate practice, indeed overlearning, of material. The latest study found overachievement to be a consistent negative predictor of achievement and underachievement, i.e. poor match, to be a consistent positive indicator of achievement.

No doubt these studies also had methodological inadequacies, but this example does highlight the fact that to base recommendations on changes on the basis of the interpretation of one study is a dangerous practice. The criticisms are not designed to be destructive, there is much to be learned from the report, but it is made to highlight the fact that investigations into classroom behaviour and their relation to pupil outcomes are one of the most difficult, yet important, areas of educational research. And that reports of this kind, backed by the authority and expertise of HMI Inspectorate, are just as prone to methodological shortcomings as any other piece of research.

Read carefully the report will be of great value in sensitizing teachers and decision-makers to the complex issues involved in teaching primary children. However, the value of studies of this kind do not in my view lie in the provision of pedagogic prescriptions, but in raising levels of awareness, and that, I am sure, is what this report will achieve.

Neville Bennett is professor of educational research at Lancaster University and author of "Teaching Styles and Pupil Progress".

Letter to the Editor

Assisted places: unfair, unstable, uneconomical

Sir, Mr James Graham offers to explain more fully the merits of the Conservative Party's assisted places scheme ("Simple plan for a working partnership", October 27). Could he please help me?

At present the average cost of a place in a maintained secondary school is considerably less than in an independent and fee-paying day school (£500 p.a. against £710 p.a. in January, 1978). Surely one of the highest priorities of any Secretary of State must be to raise as high as possible the standards of all schools for which he or she is immediately responsible, and to make them properly accountable? How can this even be attempted if public funds are used to maintain such establishments?

Furthermore, it is difficult to see how the Conservative Party can reconcile such a policy with its repeated call to cut public expenditure.

As children taking up assisted places would come in ones and twos from maintained schools, the marginal saving to public funds would be virtually nil. By contrast, the usual estimate of the cost of an assisted places scheme is £50m a year.

How long, one wonders, will it be before the Conservative Party comes to other implications of its policy? What of those independent schools which would like, but were not chosen, for this new status, whose parents would be eligible for no remission of fees (compared with remission up to 100 per cent in the case of chosen schools)? What of the chosen schools themselves, with a status that could not possibly survive in a changed political climate? Do not their parents deserve to be taken seriously?

KEITH TURNER
Watford Grammar School

The fundamental issue, however, must be the relationship of such a policy to that governing the maintenance sector, responsible for the vast majority of children (including the vast majority of Conservative children). Can Mr Graham or Mr St John-Stevens more fully explain a policy that seems so basically unfair between individual independent schools, so financially biased, so politically unstable, so likely to undermine confidence in the maintenance sector, so likely to reduce its proper accountability, so manifestly contrary to the Conservative Party's stated objective of reducing public expenditure?

KEITH TURNER
Watford Grammar School

More letters pages 16, 17

Wider world of in-service beckons . . .

by Bert Lodge

Teachers systematically watching each other teach for a term, deputy heads of contrasting schools changing jobs for a week, every member of staff left unattended for one week a year to get on with preparation of materials—these are among suggestions which the Institute of Education and Science will make in a document to be published later this term.

Every teacher in the country will be invited to comment on the document which amounts to the most concrete set of proposals yet formulated at Government level on the various forms of in-service training (INSET) should take. Other suggestions include:

- Staff conferences on aspects of in-service training to begin on Friday mornings, in school time, and run until Saturday afternoons.
- University award-bearing courses for groups of staff, much of them based on activities in their own schools.
- School-based courses in which advisers spend from 3 pm to 3.45 pm working with teachers in the classroom and from 4 pm to 5.30 pm in follow-up discussions.
- Subject specialists to spend days in other schools to find out about new courses.
- Week-long college-based courses for four weeks in succession, with each of the four colleges acting as a primary staff attending in turn to ensure a similar in-service experience.
- An in-service training consultant, who should be an outsider, for every school. He or she could be an adviser, teachers' centre warden,

teacher from another school or college or university staff. The document, Making INSET Work, prepared by the Advisory Committee for the Supply and Training of Teachers, which Mrs Shirley Williams disbanded in the summer and is now reforming, concludes by urging "every teacher in every school to get involved in the ongoing discussion about in-service training" currently at a take-off point in this country.

"This discussion paper has tried to offer some practical guidelines and questions. You and your colleagues are invited to respond with your own comments, suggestions and, no doubt, further questions."

Remembering that all INSET needs cannot and should not be met in the teacher's own school, there is a reminder of the national commitment to releasing 3 per cent of the teaching force a year for in-service training. Teachers are urged to convince "local education decision-makers" of the value of INSET and the importance of spending "all the money allocated for in-service training on something else."

This, it says, is of vital importance in maintaining the flow of teachers seconded for full-time courses in colleges and universities. The recent estimates based on a DES survey are that authorities will only spend about £35m of the £45m allocated to them for in-service training in this year's rate support grant. This means that £10m, £6m, £5m and £5m are being secured instead of the 7,000 envisaged in the allocation.

But, says the document, "nor all INSET activities require release". It is suggested that a variety of activities such as staff seminars,



working parties, conferences, courses, school visits and exchanges could be held during lunch hours, after school, in the evenings or on the day before a new term begins. There is also the suggestion that one teacher could take a class for a colleague, achieving a suggestion made by Mrs Williams when she addressed Luton teachers last month. She explained this might be a last resort necessity where local education authorities spent the money allocated for in-service training on something else.

Justifying the need for an outside consultant to a school for in-service training, the document says that few schools have enough expertise among the staff to cover all aspects of their work.

It is, therefore, very helpful if they can call on a knowledgeable outsider to observe what they are doing and discuss it in a sympathetic and constructive way."

Students plan mass lobby of Ministers

Theology students reacted angrily this week to a suggestion by the National Union of Students that they stage a "pray-in" outside Westminster Abbey as part of the union's campaign for mandatory grants for 16 to 19-year-olds.

"When I heard about it I just dismissed it as a publicity gimmick," said Mr Clive Morris, union president of Cuddesley Church of England College, Oxford. "It's not the sort of vulgarization I would think we would want to involve ourselves in."

Mr John Williams, a spokesman for Wesley College, Bristol, training institution for the Methodist ministry, described it as "nothing more than a publicity stunt".

The pray-in, together with an anti-bus by catering students in Trafalgar Square, is one of a number of activities planned for November 24, the day marked for the lobbying of Cabinet Ministers, MPs, college governors and for distributing leaflets in the streets of London.

The union is seeking a grant at least as high as young unemployed people can get on supplementary benefit. From this month 16 to 17-year-olds can claim £11 a week; 18-year-olds will get £13.90.

At present only one in 10 of the 300,000 further education students in England and Wales receives a grant, the average amount being £22 a week, says the union.

Commenting on Cabinet objections to spending £100m on a grant scheme, Mr Trevor Phillips, president, said: "Let them compare this with the present cost of supplementary benefits—almost £2,500m a year."

The type of activity planned is a notable contrast to the mass strike and picket lines of recent years. Adopting the change of tactics, Mr Phillips said: "A campaign should be something students enjoy."

Defending the new tactics, Miss Emily Cooper, treasurer, said the union had abandoned traditional forms of protest. "But we pioneered mass disruption and now everybody else has jumped on the bandwagon. The impact is lost now."

News last week that the Cabinet had deferred a decision on the matter brought indignation from teacher associations.

Bert Lodge

Study launched to end Cabinet stalemate on sixth-form grants

by Wendy Berlner

A detailed Government study is to be set up to discover how financially efficient a mandatory system of sixth-form grants would be in reducing unemployment.

This was the compromise decision of last week's Cabinet meeting, which reached stalemate over the proposed introduction of a scheme of education maintenance allowances. The scheme would have given grants of up to £750 a week to 16 to 18-year-olds in full-time education from next September.

The Cabinet was faced with the dilemma of being unable to go back on its commitment in principle earlier this year to a mandatory scheme of allowances. The scheme would replace the present patchwork under which some local authorities give grants and others do not.

At the same time the Treasury was unhappy about the cost of the scheme, which could be £100m in a full year, and ministers were divided about its effectiveness and whether it should get priority of resources.

Any educational policy in favour of the scheme was obliterated by the main sticking point during Cabinet discussions—the insistence of Mrs Shirley Williams, the Education Secretary, that funding for the scheme should come out of the Department of Employment budget because it was a measure which would help reduce unemployment.

This argument did not endear itself to Mr Albert Booth, the Employment Secretary, who, although

in favour of the grants, does not think his department should pay for them.

The Department of Employment line is that those grants should come out of the education budget. It is not convinced that the grants would be a cost effective method of reducing unemployment compared with its own schemes. Critics of the cost effectiveness of the scheme have argued that many of the pupils and students who would benefit from the grants would have stayed on regardless of financial inducements. They say that the scheme would only encourage a few extra to remain who might otherwise have ended up in the dole queue.

Mrs Williams was fighting hard for the implementation of the full scheme at last week's Cabinet meeting but also on the table was a cheaper scheme which would have left it to local authorities to decide whether to take up Government money for the allowances.

The estimated cost of the local option scheme, as it is known, would be about £20m a year to begin with, compared with £50m, building up to £100m for the mandatory scheme which the Government would finance with a 90 per cent specific grant.

Faced with a straight choice between a cheaper scheme and a more expensive scheme, the Cabinet opted to ask for more information about the cost effectiveness of educational maintenance allowances on reducing unemployment.

An inter-departmental study team is beginning work and should have some answers soon.

Special NUSSE report, page 10

Boy suspended over NUSSE magazine

Schoolboy Neil Gardiner blasted his copybook when he asked his friends if they wanted a copy of the National Union of School Students' magazine, NUSSE. His head, Mr Arthur Pegg, suspended him from Puttbridge High School, Luton, after he found out that Neil had one.

Neil, the 15-year-old son of a Labour prospective parliamentary candidate for South Bedfordshire, has been sitting at home for the past week for a new school to be offered him.

Advice for teenagers

A film which takes a realistic look at teenage relationships has been produced by the Family Planning Association and the Health Education Council for showing in schools and to youth groups. The film, Love and Caring, is in five parts and lasts 35 minutes altogether.

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Cities seek concentration of resources to aid economic recovery

by Wendy Berliner

Education resources need to be expanded and concentrated where they can make a definite contribution to the country's economic health, says a policy document published by the Association of Metropolitan Authorities this week.

The report, *Priorities for Progress*, calls for similar policies in all areas of local government. Education, it says, is an "essential part of the country's social and economic infrastructure and a prerequisite for improving technical efficiency."

As well as the positive benefits from investment in education, it argues, it is equally valuable to help young families to bring up their children in a healthy environment, to find jobs. This does not drain the welfare services and can actually contribute to a healthy economy.

The document's specific proposals cover a collaborative approach to support for young families; help for the young handicapped; useful and satisfying employment; improvements in the qualifications and attitudes of young job seekers and the enhancement of skills among young employees, including those not currently in very skilled occupations; improving the quality, with special emphasis on maths, science and technology; housing of medium term capital investment to overcome present problems of buildings constructed to over-aid cost limits and of out-dated, though potentially sound, buildings.

The document points out that the AMA is opposed to a mandatory system of grants for 16 to 18-year-olds in full-time education because this will pre-empt resources and in the process give up to three quarters of the grants to young people who would have continued in education without them.

It is in favour of steady expansion of day or block release for training and further education and argues that further expanding educational opportunities needs to be set against social welfare benefits, such as unemployment benefit and supplementary benefit, and the loss of tax and National Insurance contributions from the unemployed.

It points out that a very real limiting factor education costs about £1,000, yet an unemployed person costs three times that amount in 1975 Treasury figures. This excludes lost production of the unemployed worker might have contributed.

Among the more contentious education proposals in the document is a suggestion that mothers should be given financial encouragement to

stay at home in the first two or three years of her child's life. The inducement envisaged would probably be bigger child benefits and the savings would be on extremely costly nursery places for very young children.

The AMA makes it clear that it believes in a "large amount" of in-service training for teachers. It says that expansion of induction and in-service training should raise quality and efficiency.

On school building, the document argues for a "pump priming" exercise with more money to raise building standards and provide specialist staff (ie extra architects). It points out that money has to be spent on the same money buildings. Although energy conservation, security and weather resistance measures were expensive they helped to cut costs in the long term.

The document is a response to the Public Expenditure White Paper of this year which the AMA thinks inadequately reflects what it sees as its important role in the nation's economic recovery.

Although the White Paper allowed growth of some £826m in local government spending in the five-year period from 1977, it would still mean that local government expenditure in 1981-2 would be some 5.5 per cent in real terms below the 1974-5 level while central Government spending would have increased by 7.3 per cent over the same period.

In its policy document, the AMA says recognizes that the Government has four main policy initiatives in economic areas of concern to local government—inner area policy, employment, small firms assistance and energy conservation measures. The document's main initiatives relate around the shortage of skilled manpower, home loans and buildings for sale, housing infrastructure and environmental improvements, energy conservation and public transport.

Mr Teg Taylor, Conservative chairman of the AMA, said that a 10 per cent increase in local government expenditure in 1979 would produce a 2.9 per cent growth in the gross domestic product.

"We are not asking for money," he said. "We are asking the Government to redirect existing resources. What we have done is to point out areas where there is a strong economic argument for development."

"An increasing share of public expenditure is being planned to go in social security payments—unemployment benefits and the like. But growth in this sector of public expenditure has been and can only be at the expense of the productive side of public expenditure."



Ministry men on trail of exports

The Department of Education and Science is moving into the export business. It has appointed a group of civil servants to keep their eyes open for possible exports in the education field and to give advice on the subject.

Moreover a group of educational exporters under the chairmanship of Lord Winterton is exploring the idea of an Educational Exports Council. Announcing these developments in London last week, Mr Gordon Oakes, minister at the DES, said: "We cannot afford to dismiss any possibility of improving our export efforts."

"We have an educational system whose international reputation stands high and whose best features are admired in many other countries. We have every cause to be proud of our national record of innovation and good practice in such fields as educational building, equipment and books."

In his speech to the British Educational Equipment Association Mr Oakes also said there was some evidence that some I.E.s were beginning to spend more on books and equipment.

Lancashire wants special treatment

Many Lancashire schoolchildren are being educated in decrepit old buildings "in conditions which no adult would tolerate", Mr Conrad Rahbow, chief education officer, said this week.

Mr Rahbow said the state of many buildings and the shortage of cash to improve them has now reached crisis point. The state of many buildings and the shortage of cash to improve them has now reached crisis point.

Mr Richard Quick, school buildings sub-committee chairman, told the education committee that the county must ask the Department of Education and Science for extra money on the grounds that its needs were greater than those of any other county. There were still some schools with outdoor lavatories that looked as if they had come straight out of a Lowry picture.

Intake slump casts doubt on 1990s projections

by Bert Lodge

The Government's projected pattern for higher education over the next 15 years has been thrown into doubt by a significant drop in the number of students entering polytechnics and colleges.

A report submitted to the Consultative Council for Local Government Finance shows recruitment to public sector higher education is running at about 9,000 below the expected level. In 1977 recruitment was "considerably lower" than earlier forecasts.

Doubt is cast, says the report, on the plausibility of the Government's current assumption that the number of students on full-time and sandwich courses of higher education will reach 560,000 by 1981-82.

A Government consultative document, *Higher Education into the 1990s*, published earlier this year, suggested five possible patterns for this sector of education. All assume the figure of 560,000 by the mid-1980s then start falling back to about 530,000 by 1994.

Many commentators on the document have suggested that the Government assumptions about numbers were too optimistic. They are particularly sceptical of the estimate that the present entry to higher education by the traditional route will increase from 14 per cent to 14 per cent to the 17 to 18 per cent of a few years back.

High Court gives Mrs Williams all-clear for Kirklees action

High Court permission has been given to Mrs Shirley Williams, the Education Secretary, to apply for an order requiring Kirklees Borough Council to submit suitable proposals for comprehensive re-organization in part of its area.

The council has refused to submit proposals for Bailey, Heckmondwike and Liversedge, West Yorkshire, because, it says, the parents want the schools to stay as they are.

Last Friday's formal application to the High Court for permission to proceed with the action arose from the council's alleged failure to comply with an order made by Mrs Williams in July requiring it to submit proposals by October 1.

No date has yet been fixed for the case which will test the local muscle behind the 1976 Education Act—the legislation which made state comprehensive schooling compulsory.

Kent Education Authority has been given three months to submit

Earlier this year the Conference of University Administrators pointed out that since 1966 the percentage of school leavers with A levels going to university had dropped from 50 to 47 per cent while those going straight to a job had risen from 17 to 22 per cent. The trend would mean university would continue to attract students only at the expense of polytechnics.

One of the five proposed patterns, model E, does not assume the fall off in student population of the other models. It sees the reduction in numbers of traditional entrants being made up by mature students possibly on vocational courses, by a larger proportion of women and by students from working class homes.

This is the model overwhelmingly preferred by those replying to the document and, not surprisingly, the Labour Party manifesto for the next election is likely to include a promise to encourage those classes to enter higher education.

A draft manifesto agreed by the party's education and science sub-committee last month says parties courses in universities will be increased with added financial support for students. The party will also give priority to non-advanced further education for adults, especially for those with few formal qualifications but with a will to enter higher education.

Mr Richardson has been secretary of the Inner London association since 1967. He was elected to the executive of the NUT in 1970, but was ousted in 1974 by the "overhaul" of the union. He resigned his seat in February this year. Elections for the association are due early next year.

A spokesman for the Socialist Teachers' Association said this week that all the figures in the leaflet were provided by a member of the Inner London Education Authority.

fresh proposals for secondary re-organization in Maidstone and Malling.

In a letter to the authority the DES says the Secretary of State regards its proposals as "broadly acceptable" except for two points—the use of the word "re-organization" and the date for introducing comprehensive education in the area.

Kent has suggested 1992 for re-organization, but Mrs Williams has said she expects it not later than September 1983.

Mrs Williams also considers the authority's plans would provide too much school accommodation and that the cost—£3,600,000 excluding adaptation costs—is too high.

The Kent proposals envisage converting Maidstone Grammar School for Boys and Maidstone Grammar School for Girls into comprehensive sixth-form colleges. Two secondary schools would close and the remaining 14 secondary schools would enlarge or adapt as comprehensive schools for mainly 11 to 16-year-olds.

Branch officer plans to sue NUT members

by Stephen Cohen

Another chapter in the drawn-out saga of the struggle towards a General Teaching Council came to a conclusion this week. The main branch of the National Union of Teachers, is planning to sue a group of its members over a campaign leaflet for the forthcoming association elections.

The leaflet, issued by the Socialist Teachers' Alliance, says 1,160 primary school jobs have been lost in Inner London since 1974. It then lists several quotations from Mr Richardson over the years which imply that there has been no drop in the seeking legal advice on it, he said this week. "I believe it is defamatory of me."

The fall in the number of teachers referred to in the leaflet mainly concerns primary schools. Mr Richardson said it might be true that overall there has been a slight fall, but nothing like the fall there would have to be if the decline in pupil numbers was taken into account.

"I have never maintained that jobs in one particular section would remain constant. They have focused on one sector and ignored the others."

The leaflet also claims that there has been a net loss of 940 teaching jobs in all schools between 1974 and 1977. Mr Richardson also disputes this figure.

"It's an election ploy. They are making a determined effort to get me put. I think it is actionable and I will be taking advice on that."

Mr Richardson has been secretary of the Inner London association since 1967. He was elected to the executive of the NUT in 1970, but was ousted in 1974 by the "overhaul" of the union. He resigned his seat in February this year. Elections for the association are due early next year.

A spokesman for the Socialist Teachers' Association said this week that all the figures in the leaflet were provided by a member of the Inner London Education Authority.

High fees upheld

Trafford L.E.A. was justified in £1,500 a year tuition fees for GCE level courses for overseas students instead of the standard £390, according to a Government spokesman. The courses had been specially put on for them.

In a letter to Mr Trevor Phillips, president of the National Union of Students, who protested about the fees, Mr Gordon Oakes, junior education minister, says that in these circumstances "full cost fees should be charged and have been calculated by the Trafford authority to be £1,502."

Back to the laboratory: teachers spent two days last week catching up on the latest developments in chemistry teaching at a special course run by Reading University.

Teaching council goes under a third time

by Stephen Cohen

Two years ago moves were made yet again to set up the council, and two meetings were held between the teacher unions. This week's talks—the third in the series—have brought the council no nearer fruition than the pipe dream of the heady days after the last war when the prospect of a united teachers' union and a professional council was then thought attainable.

This week the NUT issued its version of what happened at the talks on Monday Mr Fred Jarvis, NUT general secretary, said the two-hour meeting produced some very frank exchanges of views but no further progress.

The meeting was "very disappointing", he said. A good deal of time was spent going over points which had been raised two years ago. "I regret to say that this was because the representatives of the National Association of School-

masters-Union of Women Teachers took the view that the basis for discussion should be the Weaver report to which they still adhered, whereas most of the rest of us felt that the two previous meetings had established clearly that the Weaver report's proposals did not furnish the basis for any agreement between the teachers' organizations."

Mr Jarvis said the main issues were the powers of the council, the role of any committee on supply and training and the composition of the council.

"I think most of us felt, as we had two years ago, that it is necessary first to see if we can reach agreement on the role and powers of the council before we deal with composition, but the NAS-UWT seems to want to deal with composition first."

"It does seem quite illogical to be arguing about composition of a body if you have not agreed first on what that body should do and on what powers it should have."

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Ban sought on London pupils after knifings and rape threat

Teachers in Inner London want to ban 10 violent and disruptive children from their classes after assaults with knives and a threat of rape. The National Association of Schoolmasters-Union of Women Teachers has been asked to authorize the ban.

Mr Nigel de Gruchy, secretary of the union's London branch, said last week that in the five days up to the weekend his members had sought permission to refuse to teach the ten pupils.

Standards of behaviour had declined and teachers were now putting up with far more disruptive children from their classes after assaults with knives and a threat of rape. The National Association of Schoolmasters-Union of Women Teachers has been asked to authorize the ban.

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hopeful basis. The object is to make the school and the local authority take the matter seriously. "But it is common and is taken, regrettably, as a routine matter."

"I am much alarmed to hear of the examples quoted. I find it horrifying."

In one London school, he said, the governors had decided to provide walkie-talkie equipment for protection of teachers. But it was not being used yet.

A spokesman for the Inner London Education Authority said she had not heard of the examples quoted by Mr de Gruchy nor did she know if a school was using radio equipment.

Mr Gerry Lee, Union executive member for Inner London, said five of the 10 pupils under discussion had threatened to rape a woman teacher at a south-west London school.

In another school a boy had been knifed. His parents were keeping him away and demanding home tuition.

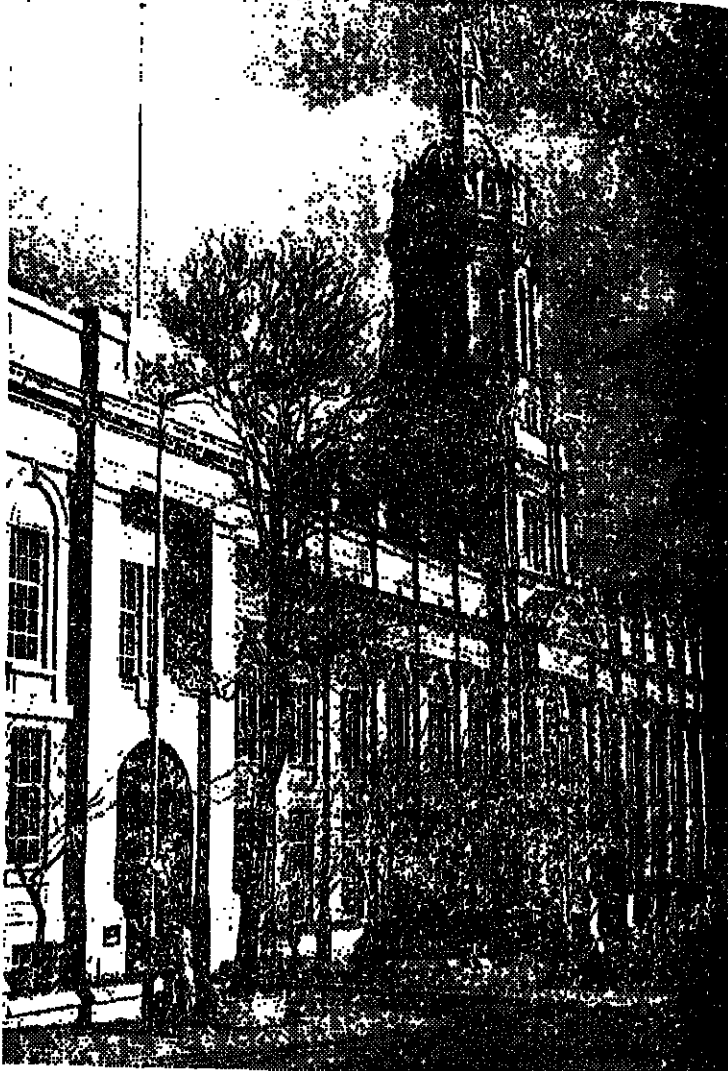
So far this term, five other pupils had been banned by the union.

The ILA, he said, was thinking of suspending its members who took such action.

Stephen Cohen

How Bradford college became a place of hope for the 'Indian Englishman'

A cultural revival among Bradford's ethnic minorities is partly due to the benign influence of the local FE college. Usha Rai, of the Times of India, reports



Bradford College

Economically Bradford is dying. Textile mills and factories have closed and there is high unemployment. But in this decaying city, where almost 50,000 of the 350,000 people are Asians, there is a resurgence among the ethnic minorities, a desire to assert themselves as people of a distinctive culture, as Pakistanis and Indians.

This new consciousness is supported by the century old Bradford College which has started several courses for the Asian community and for those who wish to understand them. The college teaches Urdu (almost all third of the Asians in Bradford are Muslims), Punjabi, Hindi, Gujarati and Bengali. A substantial part of the course in Asian studies is in an Asian language—Urdu, Punjabi or Hindi.

Mr Eric Robinson, the college principal, says Britain has to give way to the European directive of cultural respect for the minorities. If an Italian goes to school in France, he should be allowed to speak Italian. We have to accept the concept of "Indian Englishmen" and "Pakistani Englishmen", he says. Islam is now as much a religion of Britain as Christianity.

But if the Muslims in Bradford are optimistic about achieving their ambitions, it is largely because of the dominant position in the world of oil-rich Arabs. There was at one stage a move for a Muslim school, supported by funds from Saudi Arabia.

Shahnavaz Anwar, a 19-year-old political refugee from Uganda, reflects the new thinking of the young Asians striving for identity. Shahnavaz, who is doing his teacher training at Bradford College, wears trousers and is fair enough to be mistaken for a European, but is determined to push forward in the British culture as a Pakistani.

"Your mind is western but your upbringing is Asian and you reach a stage in your life when you have to make up your mind in which direction you want to go", she says. "You may be totally western in dress and appearance, but you have been brought up in the orthodox Asian culture and cannot accept all the modern western values. This may result in rejection by your western friends. You may come back to your own people—to find you are a misfit."

Shahnavaz is the secretary of the college Asian Society and makes a point of celebrating all important Asian festivals. "With Asian colleagues," she talks in Urdu and Punjabi and her greeting is invariably a Muslim "adab".

Mr Mohammed Ajeeb, chairman of the Community Relations Council in Bradford, also talks of a return to the fold by young Sikhs who seek security as well as identity. Many of those who cut off their hair at 16 or 18 so they could blend better into British society are regrowing it and wearing turbans.

Bradford College, spread through several buildings across the city, has 2,500 full-time students and 16,000 part-time. About one fifth are Asians. There are also nearly 1,000 students from Iran, Malaysia, Jordan, from standard GCE to special languages, BA, BEd and part-time courses in industrial skills.

To help Asians who were under-achievers in school, college has just started the "Link" project. It is an EEC supported year-long project which seeks to put back on the educational ladder 16 to 19-year-olds who were not able to make it at school. Seventeen students are presently enrolled.

The course not only reinforces literacy and numeracy but helps students in select careers. It gives

them basic knowledge of skills they wish to acquire in electronics, arts and redecoration. In the third term they are given practical experience.

At the end of the year the college negotiates with other colleges and institutions for priority in getting them into the academic mainstream. Two years ago the college started a scheme to assist the young (largely Asian) unemployed. They are given training and are then helped to get regular jobs. There are 13 courses in skills like screen printing, metalwork and woodwork with 11 students in each. Practical work is supported by lessons in English and maths. Seventy per cent of those who have completed the courses have found jobs.

The college also runs 18-week courses in catering and food technology, engineering, garage work and community care. A day-release scheme run by the Manpower Services Commission will, fully developed, take in about 1,000 young unemployed. They will join industrial units for six months and once a week attend the college for a grounding in the theoretical side of their jobs as well as for general education.

Mr Walter Jack, who runs the special schemes for the young unemployed, says that literacy and numeracy are basic to all of them. Fifty per cent of the courses are taken by Asians.

A teacher training scheme in which there is special emphasis on multicultural education and the problems of Asians has attracted much attention.

Asian studies, part of an Asian language, can be part of the BA and BEd degree courses. Three of the Asian staff were doing these. They were hearing their friends and had worked all their lives in factories and in clerical jobs though all three had BA degrees from their home countries.

Two members of the college governing body and 20 of the 450 teaching staff are Asian. The economics teacher and two engineering teachers are Asian. But for a college which has its eyes set on multicultural education, the number of Asians on the staff seems small.

Mr Robinson says the college encourages Asians to join. All the 20 Asian teachers have been recruited since he joined the college five years ago.

The college's support for multicultural education is best reflected in the off-beat facilities provided for the minority communities. A 10 years ago some Muslim students closed for a room where they say their midday "namaz" prayers. They were given one.

There is a special student advice for immigrants. Mr Sava Kalal helps them to sort out academic and personal problems. Asian girls seek assistance in dealing with parents who do not want them to stay in college after 4 pm or threaten to marry them off to someone they have never seen in Pakistan.

The college is looking for a director for multicultural education and is hoping to build up a library of multicultural books.

Asians are making maximum use of the college's facilities. A success story is that of Mr Pym Singh, the young Punjabi, who is teaching automobile engineering there. Mr Singh was 14 when he came to Britain. Three months after starting school he was sent to an immigrants' centre for academic coaching in English. He was a taught maths and he could not do it in games with boys of his age.

At the end of a year the care adviser wanted him to go to work but Pym Singh wanted to go to school and joined the college's course in English for foreign students. English lessons were combined with maths and science.

Mr Singh then applied for the motor mechanics' course and was admitted to an industrial training scheme. The college found him a job as an apprentice in a garage. The college he continued to study automobile engineering.

Loved this up with a full technical certificate course on a day-release scheme. This gave him support in garage management. Mr Singh next completed a time course in teacher training and joined the Bradford College staff last year.

Asked about support from the education authority, Mr Robinson said there was no great enthusiasm for what the college was attempting. At one stage the authority wanted to drop its teacher training programme. The teachers' union could go to the two other colleges in the area.



Diversion of some MSC funds urged

Money must be spent on employing people and not on keeping them unemployed, said the chairman of the Association of Metropolitan Authorities, Mr Tap Taylor, in an attack on some of the spending of the Manpower Services Commission.

Mr Taylor claimed that too much public money is being spent on activities that do not help the economic recovery of the country and argued for the diversion of some MSC funds.

Some MSC training programme money could be "better spent" on local education authority training and retraining activities for adults, he said. Some cash now earmarked for short-term job creation schemes of "dubious merit" could be diverted to, for example, reclamation of derelict urban land in a way that would provide immediate employment, an end product and long-term extra jobs in areas desperate for them.

Wales is to get posts for six graduates in industry under the Government's teaching company scheme. They will be attached to South Wales manufacturers by the University of Wales Institute of Science and Technology.

Under the scheme, which is jointly funded by the Science Research Council and the Department of Industry, the graduates will get experience of industry by helping to solve real production problems with the advice of the institute's staff—in the companies to which they are posted.

First of the graduates will go to Zimmer Orthopaedic, at Bridgend, which exports devices ranging from wheelchairs to artificial joints and implants. He will help tackle some of the problems resulting from a big worldwide increase in demand.

Plans to amalgamate the Institute of Personnel Management and the Institution of Training Officers have been dropped. The IPM's council has decided not to go ahead with discussions after a poll of its members which shows that the institute is practically split down the middle over the idea, with a tiny majority in favour.

The ITO has now cancelled its arrangements to ballot its own members on the proposal—which it suspected was not going to come off—even before the results of the IPM merger. The institution is now determined to push on alone to expand its membership among the trainers, many of whom belong to present to the IPM, and to win recognition as the organization for professionals in the training field.

Mr Robinson fought the issue in the Education Secretary's training programme got a new lease of life and support we need, he said.



School to work

A plan for a major study of the possibility of a national programme to provide work or training for all the long-term unemployed has been agreed by the Prime Minister. The Manpower Services Commission has to find out how the study will take a year to carry out.

Although the study will cover all age groups, its findings are likely to be of most importance to the under-25s. The commission's annual review and plan, published this week, says that unemployment among this age group is rising faster than for the rest of the population, and more of them are joining the long-term unemployed.

The review, in which the commission each year surveys prospects and plans for five years ahead, says that the outlook is worse this year. Last year's plan estimated that it would take 1,000,000 new jobs to bring unemployment down to the 1,000,000 mark by the end of the year. This year's plan says that to reach that figure by 1982 will now need 1.2m extra jobs.

The uncertainty among the experts about whether young people's unemployment is cyclical—the result of recession—or structural, and due to long-term economic changes does not really matter to the commission in practice, it says, because the number of young jobless will remain high as long as does general unemployment. A further 100,000 young people entering the labour market each year until 1982 and continuing high unemployment, the commission says that more of the unemployed may have little or no experience of employment. It specifically rejects the view, however, in another part of its review, that people should be educated or trained for unemployment.

The review says that "it remains to be seen to what extent YOP on its present scale is able to provide an alternative to unemployment for all young people under the age of 19 who cannot get normal jobs, including those who are not school leavers". The review also claims that "it is well known" that the client group for the Special Temporary Employment Programme (mainly the under-25s) is very large and that the question arises of whether it should be expanded.

It suggests that special measures as a whole may have kept unemployment from rising substantially in 1977-78 despite an increase in the working population, but that employment is becoming polarized in various ways and young people and particular regions are increasingly badly off. The increase in unemployment among racial minority groups, however, was only 4 per cent in 1977-78 as compared with 6 per cent for the population as a whole.

On the supply of skilled labour, the commission says that unemployment and vacancy figures do not tell the whole story. It says that the increasing complaints from employers of general shortages, and that recruitment difficulties in particular instances are more flexible than the EITB's should, together with mathematics, science, and English, be offered either as a basic education or as an option to pupils across the ability range, and would give those of them who subsequently decided to take a craft training a good foundation.

One other criticism put forward by the rubber and plastics board is also being made by engineering employers. If pupils embark on engineering craft training at 13 or 14, who selects them? The rubber and plastics board says those companies would be morally obliged to give them apprenticeships: the Engineering Employers' Federation says that it is not prepared to agree to a plan which would leave teachers to pick their apprentices for them.

So far the federation, rather than the unions, has been the most vocal critic of the proposals within the industry. It says that whatever the EITB's disclaimer, the proposals are being seen as a plan for a two-tier apprenticeship bringing adult status at 18, and that that will inevitably lead to union demands for all engineering workers automatically to earn full adult wages at that age.

Mr Hugh Scanlon, the former engineering union leader who is chairman of the industry's training board, will be faced with most of the criticism at a conference for the first time when he speaks at a conference on the proposals being run by the British Association for Commercial and Industrial Education at the end of this month. He and the board's former director, Mr Frank Metcalfe, who retired in June, are regarded as the principal architects of the scheme. Mr Scanlon is being urged by board colleagues to make it plain to the public that the proposals are not intended as a cut and dried plan but as the basis for working out what can be done to improve apprentice training.

Reports by Mark Jackson

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A limited number of grants will be available to universities, polytechnics and other educational institutions in England for the establishment of Creative Writing Fellowships tenable by practising novelists and poets during the academic year 1979/80.

A prospectus for institutions is available from Josephine Falk, Arts Council of Great Britain, 105 Piccadilly, London W1V 0AU.
Closing date for applications: 2nd February, 1979.

Arts Council OF GREAT BRITAIN

See what's for sale in the personal columns this week look in the classified section.

AN INAUGURAL LECTURE
PROFESSOR DENIS LAWTON ON
"THE END OF THE SECRET GARDEN? A STUDY OF THE CURRICULUM."<

Political posturing is out, practical help for school children is in. Philip Venning looks at the history, hopes and aspirations of the combative pupils' union, the National Union of School Students, as it emerges from a period of radical revisionism

The revolution is over, long live the revolution!

The National Union of School Students has decided it has outgrown national politics. With the purifying sense of relief that follows confession it has given up six years of half-hearted attempts to ape its big brother, the National Union of Students (university and college) Students.

It took its youngest-ever president, 16-year-old John Munford, to admit what NUS really is—and is likely to remain for the immediate future: at least a small group of white, liberally minded, fairly politically motivated, middle class fifth and sixth formers.

Out of the window go all NUS national campaigns. In comes a new decentralised view of the union as a resource centre, a back-up service helping the nearly 200 school branches with largely parochial problems.

Is this really a disguised defeat for a union which aimed at 40,000 members in its first year? The answer never reached more than 15,000? Which talked boldly of forcing radical changes on the school system, but has achieved little more significance than the old I-Spy club?

One fact is clear. NUS has never been what its most enthusiastic supporters or its most vocal critics have assumed. In fact, the new shift of direction merely reflects a schizophrenia that has existed from the union's earliest days.

The original impetus came from college of education students who pushed through a motion advocating the creation of a union for school pupils at the NUS Margate conference in 1971. There were already small pupil groups in existence—the Schools Action Union and the Youth Action Committee—but, according to NUS, they were in decline partly because of their political stance and partly because of their accent on pupil power rather than pupil participation. At the time Mary Attenborough, the first NUS president, was quoted as saying that they wanted to involve the majority of school pupils who would not be interested in political campaigning. And Bob Leeson, her successor, announced at the first NUS conference that the union would be a strong supportive body, as eclectic and unbirocratic as possible. Neither hope was properly realized.

Although NUS was divided over the creation of the new union, there was logic in the move. These were the heady days when student representation was still a battle cry in universities and colleges, and the "democratization of schools" seemed a natural development. On a more practical level NUS already had about 12,000 scholar members, older school pupils and other non-students who had joined for the travel advantages offered by the now defunct NUS travel organization.

The NUS organized 10 area conferences to elect school pupils to a committee which launched NUS in May 1972. And that, it was originally intended, would be that. But though the fledgling union quickly learned to flip about a bit, it has never really left the nest. Even now the financial support of about 100 student unions, and the free accommodation and services in the NUS building at Kings Cross, are essential to its survival.

Not that the NUS says it ever tried, or wanted, to exert political control of the NUS. But it was inevitable that in its desire to create a body that would simultaneously be militant and acceptable, NUS would indirectly become the model for the new organization.

The great difference between the two unions was, of course, that collective membership of NUS was virtually automatic for all students whereas NUS would have to attract individual members.

In the early days there was a widespread and rather naive belief that out of a pupil population of many millions it would be easy enough to build a mass movement quite quickly, provided NUS could prove it was not the plaything of extremist political groups. After all, the indignities that pupils had suffered—corporal punishments, school uniforms, all-powerful head teachers—were so manifestly undesirable, they thought, that it would be a matter of holding back the flood of discontented applicants.

The first NUS budget was calculated on an estimated membership of 40,000, and it was assumed that this would grow steadily. In fact, membership barely reached 10,000, and although this rose to 15,000 in 1976, it is now back to about 10,000, with an annual budget of £7,500.

There was also a belief in the early days that if NUS, like NUS, could demonstrate a serious understanding of and interest in educational topics, it would receive the

advice and support of other pressure groups and trade unions, most notably the teacher unions—an extraordinary idea, but what they really believed.

At the outset NUS was keen to enlist the support of teachers. It eschewed links with the National Council for Civil Liberties for fear of antagonizing the NUT, and in its 14-point charter called for an increase in teachers' salaries, better conditions for teachers, better training, and an increase in the total teaching force. It also proposed that all schools should be controlled by committees of teachers, pupils and parents.

But the notion that they were fellow workers in the same vineyard evoked little sympathy from teachers who have consistently and effectively treated NUS like naughty little boys and girls.

So what went wrong? Was it just a bad idea? Are pupils really too young, inexperienced, and uninterested in politics of any sort, as NUS critics allege? Or has

harassment by teachers and parents stifled their growth?

To start with there were some minor bureaucratic mistakes about eligibility which excluded some potential members. The suspension of NUS activists in a few schools, and official discouragement in others, undoubtedly limited the growth in some areas. But the real reasons lie in bigger issues.

It is a truism that most pupils dislike something about school, and a great many hate everything about it. They express their hostility in a variety of ways. But it tends to be the more able, the older, and the middle-class pupil who will articulate this hostility. Those who care about higher education and career prospects will think twice about taking part in NUS activities and so risk a poor head teacher's report on their UCCA form.

The pupils who do not care will not be content with bland reformist talk. To recruit him or her, NUS will inevitably have to adopt an uncompromising stand.

Like NUS, NUS has to perform an almost impossible balancing act. On the one hand it must attract young firebrands. There are enough future Labour Party members and budding bureaucrats to build up a decent sized organization. But on the other hand, they realize that much of the power in the education system is wielded by national pressure groups, which must be seen to be reasonable and respectable. The new shift of emphasis seeks to harness the militants at a strictly local, and, it is believed, more effective level.

John Munford, the current president, considers that the last six years is clear: the political posturing was largely "useless".

The high point of the campaign came in 1974 when NUS was invited to join a committee set up by the South-East region of the NUT to fight the education cuts. It handed out leaflets in schools, organized rallies and marches. Inevitably campaigns like this are costly. They gave NUS publicity but did not bring in the members it needed. The issue that most pupils actually care about.

Dan Hopewell, a recent president, is also a revisionist. "In our day we campaigned on issues like youth unemployment and racism. We used to send out mailing brochures to schools to get in contact with trades councils, which were a waste of time. In fact, the real issues are more petty. They are about things like closing a common room in a school."

In turning their back on full political gestures, they hope to put their public image as a practical union of NUS, an ideological battleground of extremist political groups, quickly controlled by its need adults.

What heads are frightened of in politics in schools? said John Munford. They think that the union is a place where young people might be manipulated by outside extremists. "A lot of political groups do see us as a fertile recruiting ground, so we have to make it clear that we have no links with any political group."

So are teachers correct in imagining that NUS is run by a group of junior Rets? Unlike the NUS, the more exotic left-wing sects such as the Socialist Workers Party and the International Marxist Group have been of minor importance. The present national committee of 14 is one representative of each of the 10 areas.

The Young Communist League has always been the strongest of the more extreme groups. The first president Mary Attenborough was a member, as are three of the present national committee. But who acknowledges the help given by YCL in the early days? John Munford strongly disputes any suggestion that the union is controlled from King Street. The Young Communists are greatly outnumbered by the non-aligned, broad left, members of the committee.

The nearest NUS came to embracing its own version of the much criticized NUS policy of "freedom of speech to racist" but because schools are rarely places for controversial speakers, the NUS stand has turned out to be a hollow gesture.

Unlike NUS, NUS rarely debates wider political issues outside education, and there is no question of "solidarity" with striking bus or factory workers.

Earlier this year NUS became involved in a row over apparent links between them and the Labour Party Young Socialists—a row that was really part of an internal war between separate wings of the

Labour Party. In April the Labour national executive was presented with a report which showed that a Young Socialists' leaflet aimed at recruiting members in schools also invited pupils to join NUS. Mrs Shirley Williams, the Education Secretary, was apparently one of those who objected to the use of Labour Party funds to support an organization which had no connection with the Labour movement.

But in spite of Mrs Williams' apparent hostility to NUS, this has not stopped it from being invited to sit on the Department of Education and Science to amplify its views on corporal punishment.

In fact the Young Socialist leaflet was just part of a small back-lash against the NUS. The Young Socialist exchange a phone call with the NUS headquarters roughly once a month, but that is as far as it goes. There is no contact between the two organizations' views of each other are sometimes less than fraternal.

LPVS regards NUS as being correct on some issues such as corporal punishment, but does not value the union's school children because it is a middle class, apolitical, and "trendy". The NUS move away from national campaigning is likely to widen the split.

On the one hand issue to raise school pupils this year, racism, NUS has found itself the poor relation of the recently formed School Kids Against the Nazis and Rock Against Racism. Though supporting both bodies—its discipline there is no formal link, and no money passes hands. Whether or not it has brought NUS new members, or fuelled off potential ones, is not clear.

NUS thinks that its failure to harness this militancy can be easily explained. "SKAN has potentially a much bigger membership than NUS. It is much easier to do something about racism in schools. The NUT is an easy enemy. Our enemy is a very grey school system is run, which is intangible."

In fact the NUS recipe for change in the school system is not much further to the left than the agenda of bodies like the Advisory Centre for Education and the Confederation for the Advancement of State Education. It is no coincidence that NUS has good relations with both these, and the social background and preoccupations of NUS have an inescapable link to middle class liberalism, in spite of its more militant appearance.

State of the union

• Currently about 200 school branches, varying in size from four members upwards. Open to all pupils but there are no primary school members.

• Four officers and 10 others are elected to the controlling national committee at an annual delegate conference. Two officers are the president and national secretary.

• Subscriptions vary from 20p to £40 a year. Affiliations cost between £10 and £30.

• Main policies include: abolition of corporal punishment; a commission for racial equality working party on racism in schools.

The NUT line is that NUS is much too small to be representative of the views of all schoolchildren, and that local school matters should be solved without interference by an outside body. It also believes that because teachers are in loco parentis, teachers' unions and the NUS would never be able to speak to each other on terms of equality. It also objects to the fact that NUS has no lower age limit.

In spite of this opposition, and in spite of its new emphasis on local work, NUS is not giving up all interest in national issues. It presented evidence to the Taylor Committee and it has frequently published its views on corporal punishment. On more complicated matters such as the proposed 16-plus exam, it is ambivalent. While its leaders do have views, they admit that to express them properly will require considerable research work. They have, however, decided to make a submission to the DES.

When NUS first proposed that pupils should be paid to stay at school, the idea seemed preposterous. It is now a reality (in the form of education, research, and allowances) in two areas. This submission is in the shape of a struggle for a growing number of slightly



Dan Hopewell, ex-president

younger, more active members in areas such as inner London.

The new NUS strategy is to concentrate on the branches and try to build membership by providing a service at a local level. "It is important to show kids that NUS is not just about boring politics," commented Dan Hopewell. The involvement of NUS with Rock Against Racism has meant a new role for them helping schools to set up rock concerts, and this function is clearly growing. School pupils unions abroad tend to be more like a cross between youth clubs and student unions here, and the NUS leadership consider this is a useful model to copy, at least in part.

As well as helping branches with social events, NUS is determined to continue supporting local campaigns, printing leaflets and offering advice. They are currently backing LEA pupils in a campaign against corporal punishment.

In a slowly growing number of schools—NUS does not know how many—there are school councils which offer pupils some voice in the running of the school. These councils vary enormously from talking shops under the control of the head to bodies with actual power over rules and organization. Wherever possible, NUS is supporting these, though in no case is there an official NUS representative on one.

Strategy aside, building a strong membership locally at the expense of costly national campaigns is something of a financial necessity for the union, which has never really been able to make ends meet.

Perhaps its latest breakthrough came a few months ago when the Gulbenkian Foundation made it a one-off grant of £2,320 under its currently community communication programme. Most of the money is going towards publishing *Blitz*, a new termly magazine on sale to NUS members at 5p.

Apart from the money, (this was a form of official recognition that NUS has been seeking and which the NUT has been determined to deny them. Only last week the NUT and NUS pulled out of talks with the Department of Education on corporal punishment because NUS had also been invited to give evidence. This is not the first time the NUT has blocked them—it protested at invitations to NUS to take part in a Commission for Racial Equality working party on racism in schools.

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British ethos for failure: 'practical means stupid' says poly director

A scathing analysis of Britain's education system was made last week by the director of Leeds Polytechnic who painted the picture of a rigidly stratified society surviving indefinitely unless something was done quickly.

In a hierarchical culture people valued education not for its usefulness but for the personal satisfaction it gave them, said Dr Patrick Nutgens who was giving the Stanley Lecture "Living and Learning in the World of Work" in London. There was a deeply ingrained belief in Britain that practical people must be stupid.

That rests upon two basic assumptions—that the brighter will always want to move away from work and that brightness is of a certain kind, that is verbal and numerical, he told the gathering brought together by Stanley Tools Ltd. This was fine for teaching and learning the humanities and the sciences but hopeless for technology and design.

Most parents think standards are up

Most people believe their children are getting a better education than they themselves got, according to a survey commissioned by BBC Radio for its new Education series, *Parent Power*.

Forty-one per cent think it better, 16 per cent "about the same", 37 per cent rate it worse and 6 per cent "don't know".

The survey also shows that the higher the social groupings the greater the discontent with the system. Only 33 per cent of the A, B and C1 groups, which make up only a third of the total population, think that education is better today.

But 48 per cent of the D group think it was better. Among those with children of school age 56 per cent think education better than in their day and 28 per cent rate it worse.

The main reasons for thinking it better are that there are now more and better opportunities and a wider range of subjects and interest. Lack of discipline, increased violence and a deterioration in the three Rs were cited by those who disagreed.

The BBC says the sample poll of nearly 1,000 is representative of the population of Great Britain, aged 16 and over.

Literacy campaign to take in numeracy

The telephone Life-line service, which has helped 50,000 adults who cannot read and write properly, is to be extended to aid grown-ups who cannot add up or understand *Basic*.

The Adult Literacy Support Services Fund has announced new initiatives that will take in commercial television and, perhaps, newspaper and magazine companies. Since 1976 the fund has helped 50,000 non-readers and 20,000 volunteer tutors to become part of the United Kingdom Adult Literacy Campaign.

Adults seeing the fund's telephone numbers at the end of BBC television programmes such as *On the Move* have been put in touch with the nearest local literacy scheme.

How to save on busing

Big savings in bussing children to and from school could be made if local authorities adopted new methods, according to a research organization which has carried out special studies of the subject.

The national bill for school bussing is estimated at £100m a year, much of which goes on the hire of contract vehicles, says the Local Government Operational Research Unit. It has worked out cost-saving measures—including such features as staggering school hours—which will be presented to a meeting of local authority officers on November 28. A short report on the ideas, *Schooling School Buses by Computer*, is available from the unit at Quay House, Quay Street, Manchester.

Race Act threat on £25 rents for foreign students

Some local authorities are charging overseas students, £25 a week for one room and use of kitchen, bathroom and living room, says the National Union of Students. No meals are provided.

This is in spite of a letter from the Department of Education and Science in March to Liverpool Polytechnic stating that where no catering is provided overseas students should be charged the same rent as home students.

The City of Manchester College of Higher Education, Bristol Polytechnic, Oxford Polytechnic and the Central Lancashire Polytechnic are among institutions accused by the NUS of charging £20-£25 a week while home students are paying £8-£11.

The NUS says these colleges are breaking the Race Relations Act. They are hiding behind the ambiguity of what self-catering amounts to. Rents for rooms with meals are exempt from the terms of the Act.

"Unless we get a satisfactory solution from the DES soon, we shall have no alternative but to take the matter up through the courts," Mr Trevor Phillips, NUS president said this week.

Head joins the first form

Pupils at Mr Roy Hopwood's school can be sure that he has not forgotten how tough it is to swot up for tests and to worry about getting things wrong in front of classmates.

He has gone back into the classroom as a member of the first-form of his own school in South Glamorgan to get to grips with the Welsh language.

Mr Hopwood, a Lancastrian, was appointed head of St Cyre's Comprehensive, in Penarth, in June and took the view that anyone moving into Wales ought to learn the language. He decided the best place to do that was his own school, so he became a member of the first-form class for beginners at the language.

"I thought it would also help to bring home to the pupils that we are learning all through our lives."

and that you don't stop when you finish school," he said. I intend to carry on right through the school until I can take O level Welsh.

But he is under no illusions about coming top of the class, even though he was delighted to get 13 out of 15 in his first spelling test.

"To be honest, I find the standard frightening. Do you know one girl got 30 out of 30 in the last test? At the moment I'm probably in the bottom third of the class as far as ability goes."

His class teacher, Mrs Mari Jones, head of the school's Welsh department, said: "Mr Hopwood is an ideal pupil and he takes it all very seriously."

"Of course I have to tell him off when he talks in class just as I would any other pupil and he is a bit weak on his Welsh pronunciation, but he is making good progress."

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Liverpool's reorganization

More speed, less judgment?

Sir.—With reference to Mr. Alton's letter ("The curtain," *realities*), Liverpool must face it. October 17, nobody denies that Liverpool faces great problems as the numbers of children of school age decline. Nobody denies that there must be a rationalization of school places. Nobody denies that notice must be taken of the wishes of parents, but these are sometimes in conflict.

What is in question is whether the hurried solutions to Liverpool's difficulties proposed by Mr. Alton and his friends will have the desired effect, and whether they are based on sound judgments and educational principles. There is no indication whatsoever that Mr. Alton has taken note of the unprecedented wave of opposition which the scheme for the reorganization of secondary education has provoked, not just among Labour Party supporters, but Liberals and Conservatives as well.

There are two main points at issue, the transfer of the Paddington School to further education and the creation of a sixth form college. Paddington is the only purpose-built comprehensive school in the inner-city. According to the city housing department, 1,300 extra dwellings

will be built in its catchment area by 1982. The school will be closed as the population moves in.

If Paddington and Arundel are both closed, pupils from the inner city will often have considerable distances to travel to school. So far as present parental reactions to Paddington are concerned, it should be made widely known that the school has a sound examination record. If we judge it on Mr. Alton's apparent principles, I am informed that the best individual A level result this year was achieved by a Paddington sixth former.

The proposal to create a sixth form college out of the Liverpool Institute is open to considerable question. In the first place, the claims made for their "fine academic traditions" merit close investigation on educational grounds, but quite bluntly whatever they may have been, they're things of the past, anyway.

Secondly, it must be borne in mind that the concept of the sixth form college is unproven. In Liverpool, existing 11 to 18 county schools offer the possibilities of a flexible approach to the educational needs of late teenagers,

including some of those who, through no fault of their own, are unemployed. They permit a wide range of responses to requirements for full and part-time education; already allow for easy transfers between different types of courses, including the most academic; and serve to encourage youngsters to raise their educational ambitions in environments from which they frequently draw great confidence.

A sixth-form college would have a disruptive effect upon the secondary school teaching force in Liverpool for reasons which are well known. Finally, it would be a costly and completely unnecessary venture, since there are already alternatives to sixth forms in the shapes of existing colleges of further education for those students who want a change of scene at 16.

Liverpool's realities are harsh. If they are not to be made worse, they need to be approached with considerable care.

S. W. JONES,
Spokesman for education
(Labour Party),
Liverpool City Council.

Contradictions and clouded realities

Sir.—David Alton's letter ("The curtain," October 20) contains ambiguities which should be clarified.

The statement that Arundel Comprehensive School has a catchment area spreading over Liverpool 8 is incorrect. Liverpool district comprehensive school has a catchment area linked to a small number of feeder primary schools. Arundel has six feeder schools of which only one is in Liverpool 8; the other five serve areas of Liverpool 15, 17 and 18.

The statement is made of Arundel that "14 out of a possible 300 parents chose that school for their children," but this is misleading. Arundel's intake for September, 1978, is 35 pupils. There are 14 parents outside the catchment area who also chose this school for their children.

The letter states that certain schools are "popular and in high demand from parents," with Arundel excluded as not popular. The facts are that of the schools mentioned, Arundel and Paddington are district comprehensives with catchment areas and feeder schools, and Edge Hill Boys, Lawrence Road Girls and Fairfield Girls are small secondary schools with no defined catchment area. The 1978 intakes for the five schools are as follows, and all five show the effect of falling numbers:

Paddington	57
Edge Hill Boys	50
Lawrence Road Girls	49
Fairfield Girls	35
Arundel	35

There would seem to be a contradiction between David Alton's concern for Liverpool pupils' A level opportunities and the present proposals for the city's sixth form provision.

According to those proposals Arundel and Paddington would close, and Edge Hill Boys, Lawrence Road Girls and Fairfield Girls, each with an extra form entry, would function as secondary schools. Both Arundel and Paddington have built up sixth forms over the years, both have experience of A level work, and both have sent pupils on to university, polytechnic and college of education courses.

Genuine concern for the academic progress of the pupils of the inner city area would seem best served by the retention of the two existing comprehensives.

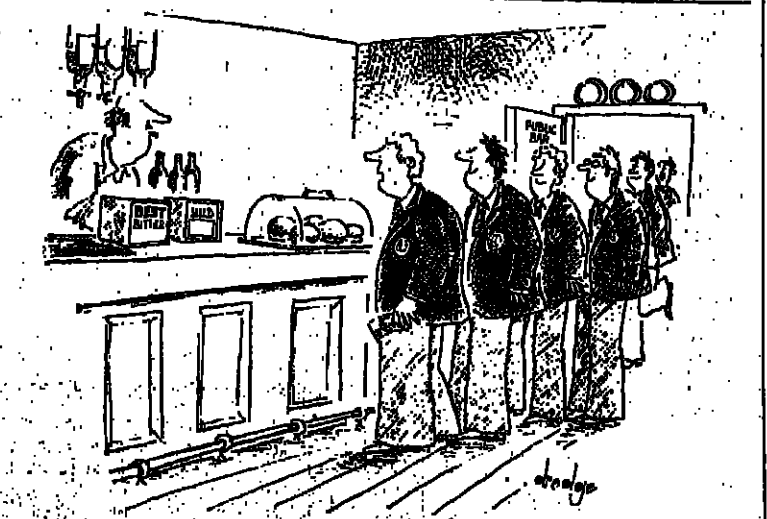
O. COPE,
Chairman,
Arundel Comprehensive School,
Liverpool 8.

False image

Sir.—Whenever an article on handicapped children appears in the *Times Educational Supplement*, it seems to be necessary to illustrate it with an emotive photograph. I was appalled at the illustration above the article concerning Mr. Brennan's report to the ILEA. If the somewhat strident headline is ignored, the article itself is reasonable and sensible. Few would disagree that the wholly estimable trend towards the integration of the handicapped must be continued by the view that many children's needs are better catered for in special schools.

But the photograph! This is exactly the sort of image that we have been trying to live down in schools for the physically handicapped. We do not spoon-feed children. We teach them to feed themselves. The children should not be sitting at the table in those awful buggies: they would, in this school, be in chairs designed to fit their needs, which would enable them to sit properly at the table. When we talk about the resources of a special school, we do not mean kind ladies who will spoon-feed children. We mean professional staff who will train the children to feed, clothe and care for themselves. Your photograph perpetuates the image of a special school as a protective, caring environment. Special schools are not there to be a last refuge for handicapped children from ordinary schools. We use our resources to educate children, not to spoon-feed them. Please, choose your photographs with more care in future.

G. J. JAMESON,
Apley Wood School,
Apley,
Nottingham.



"Sir, if the best, please, Harry!"

Classroom contact can hardly harm...

Sir.—Aristides (October 13) draws attention to some disquieting issues in the system of appointments in university and college departments of education. It is obviously possible for a person to reach a position of eminence and influence in a department of education, having had negligible teaching experience. Candidates for posts in university and college departments of education are not to be blamed for ignoring the factor of teaching experience, since those who make the appointments appear to be more interested in the quantity and quality of research and publication, paying little attention to classroom experience.

The question, however, arises: how can a person with negligible classroom experience be expected to advise on the appointment of teachers to the same posts?

It is not required to serve time as a bricklayer. Although it is possible that teaching experience is not an essential advantage to the educational theorist, it is unlikely that it would prove to be a definite disadvantage. It would be a reasonable assumption that a person with negligible classroom experience would be more likely to be a theorist than a practitioner.

Can it be beneficial for prospective teachers to learn their teaching skills from those who have little experience? It is a question worth asking. Can it be beneficial for prospective teachers to learn their teaching skills from those who have little experience? It is a question worth asking.

Old friends meet up again

Sir.—Your columnist Aristides in "Brighton diary" (October 20) refers to Professor Beloff's masterly speech to the Conservative conference and goes on to write that, in the context of Professor Beloff's "triumph," I was later seen "assiduously" making myself "known" to the "education spokesmen." Since she seems to think that my conversation with Mr. St. John-Stevens and Dr. Keith Hampson is a matter of interest to your readers, may I just correct two factual inaccuracies embedded in your very brief report?

First, I did not need to make myself "known," assiduously or otherwise, to the gentlemen. I have met them over the years on several occasions—most recently when we all shared (along with Dr. Rhodod Boyson) a platform at a Conservative gathering in Manchester, reported in your own columns. For what it is worth I have

also been "known" (often closely) by many other "education spokesmen"—from Lord Boyle to Mr. Crosland to the present Secretary of State.

Secondly, thanks to the *Times* of British Rail, I did not in fact hear Professor Beloff's speech when I was observed by a columnist, was I even aware of "triumph"? I am delighted to be applauded. But to suggest that his speech was so vigorous, in some way, following in the footsteps of not only uninterested, it is also false.

JULIUS GOULD,
Professor of Sociology,
Nottingham University
Artsides apologises for any error of omission. It had indeed been assumed that an approach to this total lack of consultation. Moreover, prior to this sudden decision, the consensus of opinion in party dogma, had been that the vast majority of local government in 1974 had not been in the best interests of Southampton. The statement by the Environment Secretary, Peter Shore, that, under the 1974 reorganization, Great Britain's fine traditions of services to their people were reduced at a stroke virtually into housing authorities has struck, I know, a sympathetic note in many Southampton hearts.

One route into the use of Creole

Sir.—An error which appeared in our article "Bavard speaking" (October 13) may have misled your readers on a small but important point. The paragraph in column 4, beginning "A minority of black children will not be able to produce Creole," should have been followed by the words "The test might be taken initially for the purpose of thinking not so much about introducing Creole, as introducing West Indian verbal genres."

We feel that West Indians could thus be tapped, and that would lead naturally to the use of Creole if the children were ready for it.

VIV EDWARDS,
Bumberside College of Higher Education,
Queensbury School,
Dunstable.

Textbook

Sir.—In his article "Where examiners fail" in your issue of October 13, Rob Jeffcoat criticizes the choice of set books for GCE syllabuses in English literature. Mr. Jeffcoat is entitled to his views on the books chosen but he is the victim of a popular myth about examining boards when he blames "the examiners for what he sees as the deficiencies in the chosen books. GCE examiners are not a law unto themselves in such matters but are working strictly to rules laid down for them by representative groups of practising school teachers."

As far as the Joint Matriculation Board is concerned, the lists of set books in all subjects are drawn up by committees of practising teachers of the subject from whom the JMB examinations are set. The final choice is made only after consideration of suggested lists put forward by the various teachers' organizations. The lists therefore certainly reflect the views of classroom teachers on what are suitable texts for the pupils concerned.

COLIN VICKERMAN,
Secretary for Examinations,
Joint Matriculation Board.

Dubious virtue of dissecting pupils

Sir.—What on earth do the APSU research workers think they are doing? What is the value of indulging a quasi-intelligence test in programmes of science monitoring its only purpose is "to eliminate abilities from the effective science teaching?"

It may have escaped the notice of the bureaucratic education elite that teachers teach people. People learn on the basis of a variety of learning skills. Learning is a process, social attitudes, pre-existing knowledge, and acquired knowledge.

We have already split the we let us stop trying to repeat the process with people and concentrate our energies on helping real, live people to develop—not on assessing every subatomic particle that can lay our hands on. We need a rational fusion, not fission.

JANET SMITH,
Flat 16,
St Andrew's Mansions,
St Andrew's Road,
London, W14.

Burnham: missing invitation

Sir.—The exclusion of the 12,000-strong Professional Association of Teachers from the reconstituted Teachers' side of the Burnham Committee may have attracted much attention to date. Could we have reasonably expected an invitation to join the National body which negotiates salaries?

Admission to the teachers' panel is at the Secretary of State's discretion but she has certain criteria of help her decide. The organization should be a "reasonable size," there should preferably be agreement from existing Burnham members, and there should be a need to represent a new group of teachers. It is by its range of remuneration that it is distinguished. We contend that the first of these is not met, the second never can be, and the third is an irrelevant diversion.

The reason for our concern is that although we have a certificate of independence proving our right to represent our members, we will fully recognize this status—and we are on the Burnham Committee. Many on education committees chairman and chief education officer has told us they want to recognize us, but they lack the political courage to do so until we are on Burnham. And so we are a frustrated, disenfranchised, semi-independent body union with statutory duties to members which we cannot carry out—because we are not on Burnham.

Most of the changes Mrs. Williams has made we would agree with. There was certainly a case for giving the NAHT two seats and one remaining seat for NATPE in further and higher education. We can safely say that not in NATPE teachers are primary school teachers. Their primary constituents, another vote for NATPE, and despite the fact that NATPE is numerically just under 10 per cent of teachers, they continue to have an overall majority.

"That NATPE seat should be given to P.A.T." As a stroke of the Secretary of State would extend to include fair play and the good of the profession, we find ourselves disappointed.

B. D. ROUND,
National Secretary,
Professional Association of Teachers,
5 Wilson Street,
London, W1.

Autonomy stops here

Sir.—In her account of the recent Labour Party conference ("Big game get party blessing for return of powers," October 13) your correspondent Wendy Berlin quotes the decision of the Southampton District Council not to seek the restoration of its powers to restore education and other personal and community services.

This abrupt refusal of these powers which was made by the Council without any vestige of consultation with the ratepayers of the Southampton, the employees of the authority or the users of these services, has caused widespread indignation among individuals and organizations in Southampton. The Southampton Association of the NAS/UWT, representing over 400 teachers, unreservedly condemns this total lack of consultation. Moreover, prior to this sudden decision, the consensus of opinion in party dogma, had been that the vast majority of local government in 1974 had not been in the best interests of Southampton. The statement by the Environment Secretary, Peter Shore, that, under the 1974 reorganization, Great Britain's fine traditions of services to their people were reduced at a stroke virtually into housing authorities has struck, I know, a sympathetic note in many Southampton hearts.

This consensus of opinion in favour of the restoration of powers to Southampton is a very real and more sentiment or civic pride. At the time of reorganization there was widespread suspicion within the city that standards of local services would suffer; events have proved that these suspicions were justified. Promises made in 1974 by the new authority that "carefully laid plans had been made to enable the best practices and standards of the former authorities to be introduced by the new Authority" have been, at best, cynically ignored, at worst, blatantly broken, in favour of new, but lower, standards.

This association, in keeping with many other interested and responsible organizations and individuals, has since 1974, on many occasions, publicly condemned this reduction in the standards of the services provided by the Hampshire County Council for the citizens of Southampton. Associated with this resentment at the reduction in standards, there is also resentment that the education service and the personal and community services, i.e., those services that affect most deeply the individual citizen, are no longer administered from within the city itself but by a predominantly rural authority that is ignorant of, and indifferent to, the problems of an urban community such as Southampton.

The concern of this association is to alert all interested parties to the fact that the Southampton District Council has declined in advance the possible offer of autonomy in local affairs. When one considers the dissatisfaction expressed in Southampton with the original reorganization and the adverse effects of the new administration on the quality of local services, it is hard to understand on what the elected representatives based their decision. It certainly seems inappropriate that the move to hand back power and self-determination to smaller, local groups should end abruptly at Southampton's civic centre without any apparent reference to the wishes of the people of the city.

G. P. WEST,
Honorary Secretary,
Southampton NAS/UWT.

Welsh Secondary Schools Association

Was this the same meeting?

Sir.—I read with a measure of disbelief your news item "Welsh heads to fight for exam parity" (October 20). I was present at the annual general meeting of the Welsh Secondary Schools Association at Llanwrtyd Wells and I wonder whether you were reporting on the same event. WSSA did not:

- (1) agree "to push for changes in the exam system to give their pupils the same chances of getting qualifications as children in England";
- (2) decide to "try to force the Welsh Joint Education Committee to drop its rigid opposition to allowing pupils to sit both GCE and CSE exams";
- (3) wish to press for "the introduction of more Mode 3 courses";
- (4) call for changes to give more chance to the neglected 40 per cent."

(5) agree to "take up their case for changes not only with WJEC directly but also with Mr. Barry Jones, the responsible Minister";

(6) "put much blame on the attitude of the WJEC";

(7) "favour lowering the standard of CSE exams."

Many of these matters were not discussed at all, while not a single resolution on examinations policy was considered for a single decision made. I am, Sir, utterly at a loss as to what your colleagues who were at Llanwrtyd, A. B. DANIEL, Gwenton School, Swanton, Examinations Secretary, WSSA.

Relationship without hostility

Sir.—Your report on the annual conference of the Welsh Secondary Schools Association ("Welsh heads to fight for exam parity," October 20) was a sustained plea for the maintenance and enhancement of traditional educational values. Leading impression of our discussions, and, even more important, seriously misrepresents the relationship between Welsh heads and the Welsh Joint Education Committee.

Our deliberations ranged over the whole field of curriculum for the age range 14 to 18-plus, taking in assessment and pupil profiles, discussion of the Weddell report, a greater deal of attention to N and T proposals and a consideration of curriculum for the "new sixth". Discussion of the present machinery of examinations occupied relatively little time, and was certainly not conducted in any spirit hostile to WJEC.

A high-powered gathering of heads inevitably came out of the Stephen Leacock character who "flung himself upon his horse and rode madly off in all directions"; many viewpoints were expressed, and WSSA did not frame resolutions which can be taken as association policy on examinations. But we can assure you that the Welsh heads have not expressed any sympathy for double-entry for GCE/CSE examinations, and are well aware that many English colleagues envy the Welsh pattern—the matter was not even discussed in full session at the conference. The association is not interested in manipulating the exam system to provide more comforting statistics. Nor, one need hardly add,

is it in favour of lowering exam standards, and indeed the presidential address was a sustained plea for the maintenance and enhancement of traditional educational values. We are interested in looking at alternative methods of assessment, and in particular at pupil profiles which provide a measure of achievement in both academic and personal terms. That does not imply that Welsh heads are at war with WJEC, or that we have anything but respect for the professionalism of that body or warm regard for the way in which its senior officers consistently work with, and for, our schools in a spirit of partnership in education.

Yours sincerely,
JOHN HERBERT,
President,
RUSSELL EDWARDS,
Honorary Secretary,
Welsh Secondary Schools Association.

The information used in the article was supplied by a senior official of the WSSA on the understanding that the points made were the conclusions reached by the debate. Criticism of the WJEC has been the past; so this was hardly a new departure. It has since become clear that there is still considerable disaffection within the WSSA on the approach they should adopt towards exams.

Proof of professional excess?

Sir.—Fred Jarvis's sacred cow, the "professional judgment" of Britain's headteachers in all matters relating to the exam, was we trust, given the long-awaited *cup of grace* last week by Dr. Birchington's survey of corporal punishment in the first quarter of the ILEA's secondary schools.

How "professional" is it to cane, as one Church of England school does, girls as well as boys every

two hours? Or, as nine other schools do, once to twice a day? Or even to cane at all, when over half the 50 schools, of all types and in all areas, manage perfectly well without?

Excess and inconsistency on this scale, over something which is blatantly unnecessary in the first place, is not good testimony to professional judgment.

"The old, old story, that 'a rod will continue to flourish' (Bible), is not a good testimony to professional judgment."

1977), is also knocked on the head by the survey, which comments, "there is little evidence of change in the incidence of corporal punishment over the last three years."

We hope the survey gives the government the courage it needs to ban corporal punishment altogether.

COLIN BAGNALL,
Secretary,
Society of Teachers Opposed to Corporal Punishment,
10, Lennox Gardens,
Croydon, Surrey.

LETTERS



"A word to the wise, Hopkinson... long hair and jeans don't fit in here at St. Wayne's..."

Colin MacInnes: information wanted

Sir.—I have been asked by the literary executors of the late Colin MacInnes to write his biography, and I wonder if I might, through your columns, appeal to anyone who knew him at any time of his life—and has information about him, letters from him or whatever—to get in touch with me.

I would particularly appreciate any information about his earlier years—not so much about his childhood in Australia, as the times in the 1930s when he worked for an

English company in Belgium and studied at the Eastern Road School of Art in London, and then years when he was an NCO (in intelligence) in Gibraltar, England and later in Germany following the victorious advance on Berlin.

All information will be treated confidentially and letters etc would be returned promptly.

TONY GOULD,
10 Lincoln Road,
London N2

Lone struggle

Sir.—Nicholas Beattie's article on homework ("What's it for?" October 20) argues that most teachers set short-term goals which allow little room for personal involvement in a task or project. I agree, but I should like to make an observation on why it might be that our expectations are sometimes distressingly limited, and this relates to the reading demands made of children in homework.

As research officer on the Schools Council's effective use of reading project, I collaborated with teachers on a survey of texts used in schools in a number of subject areas.

In our survey, English and mathematics texts were found to be more readable than those from the curriculum areas of science, history or geography. In English and mathematics it was normal for books to be read aloud and the content discussed during class time. By contrast, in science, history or geography there was less classroom discussion of texts, and the reading tended to be set as part of homework. The children were thus faced with the problem that the most difficult texts in their curriculum were read when there was no teacher present to help with difficulties of comprehension.

It is hardly surprising, therefore, that many colleagues teaching content area subjects feel that children cannot be depended on to work independently from their textbooks. Before this situation can be improved, two things must happen: the reading material set for homework must be made more approachable, and teachers must accept that reading development is a departmental and whole-school issue, not simply one which English specialists alone can tackle.

COLIN HARRISON,
School of Education,
Nottingham University.

High standards, low status

Sir.—I write to express the concern of the Home Economics Committee of the Schools Council that its field of study is not receiving equal recognition with other disciplines, as an entry qualification for higher education. We believe that this is partly due to the lack of understanding by admission bodies of the scope and depth of the areas of study which home economics now encompasses.

A study of the new syllabuses and of A level examination papers will show clear evidence of intellectual rigour and discriminating recognition of fundamental knowledge and skills. While the content of individual GCE A level syllabuses in home economics varies to some extent from board to board, most include the application of knowledge and design in the home, including ergonomics, studies in food and nutrition, including food chemistry, and the study of the socio-economic aspects of maintaining a family from an historical and modern perspective.

Textile and dress syllabuses include the use of textiles, dyes, fashion, and the requisite practical skills needed in order to apply this knowledge to the use of textiles in the home. All syllabuses include a recognition of the importance of consumer education.

There is scope in many professional careers for students with a knowledge of home economics. These include the paramedical services and the hotel and catering, and textile industries. Institutions training such students are now more ready to accept A level in home economics as a suitable entry qualification but even they are influenced by the attitude of some universities and polytechnics. The development of honours degree studies in home economics makes it increasingly urgent that full recognition be accorded.

K. M. EDWARDS,
Chairman,
Schools Council Home Economics Committee.

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Individualised learning—here in mathematics at Christopher Wren School, London—is often a feature of mixed-ability classes.



Photographs by Howard

Death by a thousand workcards

What makes the difference between a successful and unsuccessful teacher of mixed-ability classes? E. C. Wrag reports on some evidence from the Nottingham Teacher Education Project

A few months ago I spent half a day a week teaching media studies to a third year mixed-ability class in a Nottinghamshire comprehensive school. In our first lesson we began with a quiz, which was to act as a motivator, and sounded better than a test. For one of the questions, the class was asked to write a sentence saying briefly what each of three famous women did—Shirley Williams, Margaret Thatcher and Angela Rippon.

My guess was that all would know Angela Rippon and Margaret Thatcher, and fewer Shirley Williams. This would make the point that the most immediately potent of the three, the current Education Secretary, was not so well known because of her lesser exposure on television. A trouble-free, exhilarating term on media studies would follow immediately thereafter.

Unfortunately this well-laid plan was swiftly, if unintentionally, sabotaged by Ronnie, who announced in a loud and sorry voice after each name that he did not know the lady. "I don't know who Margaret Thatcher is, sir," he said plaintively. "Put 'don't know' then." I muttered through clenched teeth, lesson plan disintegrating rapidly. Ronnie dutifully wrote down "don't know" three times.

"Don't worry about Ronnie, sir," he said in a kindly way, and no one seemed to take offence, least of all Ronnie. Mentally deciding to teach his colleague more socially acceptable terms such as "intellectually impoverished" and "culturally deprived", and also to hang my chalk at the earliest opportunity, I pressed on.

At the same time I was engaged in analysing the lessons of several skilled teachers of mixed-ability classes as part of the DES-funded teacher education project based at the Universities of Nottingham, Leicester and Exeter. The incident gave flesh to the point made over and over again in interviews with teachers, heads and heads of departments—that flexibility on the part of the teacher, and the ability to respond appropriately and sensitively to individuals of widely ranging ability and temperament, were

important aspects of success in mixed-ability teaching. Ronnie needed 10 minutes of my time at that moment, but during a key setting up operation he was simply not going to get it. For another quarter of an hour or so he would have to stay on Mars, and I would have to remember to see him as soon as practicable.

Mixed-ability work in comprehensive schools has been criticized on a number of occasions recently, especially in the HMI discussion paper on the topic published earlier this year. Teachers had often not thought sufficiently about their objectives, some used whole class teaching almost exclusively—except when administering death by a thousand workcards—moved at a slow pace and failed to extend the bright child, the report said. It all sounded like an arthritic sheep-dog, determined to keep the flock together, albeit at a gendarmes pace. Yet there was mention of teachers who had acquired the necessary skills, despite the chaos caused by secondary reorganization, the raising of the school-leaving age, pressing social problems and little or no release for in-service work.

As part of our teacher education project we identified 21 teachers said to be outstandingly good at handling mixed-ability classes, watched them teach, interviewed them and their heads of department, and sought the opinions of over 40 heads of secondary schools and a number of teacher trainers. Although there are many successful ways of teaching mixed-ability classes, some common features did emerge.

The successful teachers, in their different ways, were extremely sensitive and sympathetic to the varying needs of pupils. A common request from teachers of mixed-ability classes at in-service courses is for ideas for work with the least able and brightest children.

It has been found in survey work that little is being done for the brighter children. Teachers who do try to extend them often only set more of the same. In other words, a bright child who has completed 10 examples of a certain operation in

maths is likely to be given 10 more, although he or she may have mastered the principle after the first three.

The most skilful teachers we watched set tasks for bright children which really involved higher levels of thinking and effort, not needless replication of what had gone before. For example, children who have studied the Roman wall might be asked to plan an alternative route for it, and write to the emperor justifying the case. Bright pupils in science can be given less information than others, so that they have to work harder to find answers or elicit laws.

In mathematics, pupils who have already learned a principle can be asked to anticipate the next development before they encounter it in a textbook. In languages, pupils can improvise a short dramatic scene, concoct an advert or write a letter, often with considerable humour, using vocabulary and grammar which others are still struggling to acquire.

With less able pupils there is the serious problem of the poor or non-reader. Here the teacher is trapped. Give alternatives to reading and one risks signalling that it is not an important skill to possess; make children have to read, and those who cannot find progress is negligible. Needless to say, teachers use cassette tapes, have workcards written in appropriately simple language and supplemented by pictures and diagrams, let other children read instructions (though this can lead to the non-readers being patronised), and make strategic use of a picture.

There is, however, a pressing need to raise the aspirations of the least gifted, who are often encouraged to settle for much lower achievement than necessary by the teacher swooning ecstatically over a smudge, a thumbprint, three words and a picture.

Successful teachers of mixed-ability classes were also as flexible as a bendy toy. Whole class teaching was used judiciously, and small groups were more frequent. Individual work, not just workcard based, was also in evidence. Whenever small groups or individual work took place

they were extremely mobile, readily changing with pupils and ensuring that resources were easily accessible.

On the other hand, they often practised a limited variety of learning activities in the grounds that too many different pictures would seriously restrict the teacher's ability to supervise them properly. This was invariably a high degree of acceptance, often in collaboration with other colleagues. Unfortunately, a little encouragement of pupil independence via the provision of answer sheets, catalogues of resources or the value of reference books, even among skilful practitioners.

Our principal purpose was to identify successful teachers of mixed-ability classes so that students and experienced teachers might learn from them. What we discovered to devise a practical workbook such as can be used by a teacher on teaching practice. Such a workbook may find flat, obviously two-dimensional pictures much easier to understand. This general preference for the less complex in draughtsmanship tends to persist at least until the ages of five or six, and also seems to include a liking for drawings with strong contour lines and without too much overlapping detail. In the same way infants may prefer drawings that the artist has simplified by omitting detail wherever possible, concentrating instead on some of the most obviously salient instantly recognizable characteristics of any particular object, as in the art work of Walt Disney or Dr Seuss.

With richer, most sophisticated artwork, however, it is always possible that, while younger children may be able to pick out odd details, their own still confused eye movements and habits of random visual fixation may make it difficult for them to fuse such details into a comprehensible whole. Preference for realism in illustrations, in the sense of more detail, a less exaggeratedly simplified picture of things, does not generally seem to show itself much before seven years of age.

Meanwhile, if Shirley Williams, Margaret Thatcher, or even Angela Rippon ever becomes prime minister, I shall be so glad to see if I can get Ronnie fixed up too at Number 10.

Professor E. C. Wrag is director of the school of education at Exeter University. Copies of the teaching practice workbooks for Mixed Ability Teaching are available from the Teacher Education Project Centre, 10, Northampton University School Lane, Northampton NG7 2RN. Price 80p (including postage).

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Ways children see

Nicholas Tucker examines recent research on children's

reactions to illustrated books

Research into ways in which children react to pictures and book illustrations is something of a growth industry, and not just in Britain: at a well-attended symposium held by the International Research Society for Children's Literature at Exeter University this summer, all but one of the seminar papers were on this topic.

On the whole, I welcome this trend: there is still a great deal of ignorance among artists, publishers and educators about the sort of thing that children of certain ages can cope with in illustrations. Previous research has often shown how out of step adults and children can become with each other when it comes to judging illustrations for interest and attractiveness. Such adults can go on to order the wrong types of picture book for their children, under the impression that they are doing them a good turn.

This is not to say that due attention to psychological research could ever ensure that only suitable and successful picture books were ever chosen for schools or libraries. There will always be imponderables when trying to guess the popularity of any picture book, such as the appeal of the accompanying story, the possibility of very personal associations in the pictures for some readers, or even the context in which the book may first be experienced—where it might, for example, always be associated with something else resources were easily accessible.

On the other hand, they often practise a limited variety of learning activities in the grounds that too many different pictures would seriously restrict the teacher's ability to supervise them properly. This was invariably a high degree of acceptance, often in collaboration with other colleagues. Unfortunately, a little encouragement of pupil independence via the provision of answer sheets, catalogues of resources or the value of reference books, even among skilful practitioners.

Our principal purpose was to identify successful teachers of mixed-ability classes so that students and experienced teachers might learn from them. What we discovered to devise a practical workbook such as can be used by a teacher on teaching practice. Such a workbook may find flat, obviously two-dimensional pictures much easier to understand. This general preference for the less complex in draughtsmanship tends to persist at least until the ages of five or six, and also seems to include a liking for drawings with strong contour lines and without too much overlapping detail. In the same way infants may prefer drawings that the artist has simplified by omitting detail wherever possible, concentrating instead on some of the most obviously salient instantly recognizable characteristics of any particular object, as in the art work of Walt Disney or Dr Seuss.

With richer, most sophisticated artwork, however, it is always possible that, while younger children may be able to pick out odd details, their own still confused eye movements and habits of random visual fixation may make it difficult for them to fuse such details into a comprehensible whole. Preference for realism in illustrations, in the sense of more detail, a less exaggeratedly simplified picture of things, does not generally seem to show itself much before seven years of age.

Meanwhile, if Shirley Williams, Margaret Thatcher, or even Angela Rippon ever becomes prime minister, I shall be so glad to see if I can get Ronnie fixed up too at Number 10.

Professor E. C. Wrag is director of the school of education at Exeter University. Copies of the teaching practice workbooks for Mixed Ability Teaching are available from the Teacher Education Project Centre, 10, Northampton University School Lane, Northampton NG7 2RN. Price 80p (including postage).

After this time, however, most children should start developing better strategies for the visual search and organization of the material in front of them. They should soon be able to tackle more complex pictures on their own, without becoming mentally swamped by the profusion of detail. But despite this growing perceptual sophistication, children may still have to wait until nine or ten before they are able to draw more complex inferences from pictures.

As the French psychologist Binet discovered, while children of three can often enumerate objects in a "situation" picture presented to them quite accurately, it takes a child of seven or so to be able to describe really accurately what is going on in the same illustration. But when it comes to interpreting the significance of what is being pictured—for example, in terms of what has probably just happened before, or is likely to happen in the near future—children may have to wait until they are as old as nine or ten before they can start providing adequate answers.

This sort of guide to the growth of perceptual skills will by no means apply to all children all of the time. A precocious child, of course, will always break

through all psychological norms and stages, and research techniques themselves in this area are often of necessity too clumsy to give the sort of answers that also take into account individual differences, and some of the nuances and ambiguities present in most stated lists of aesthetic preferences at any age.

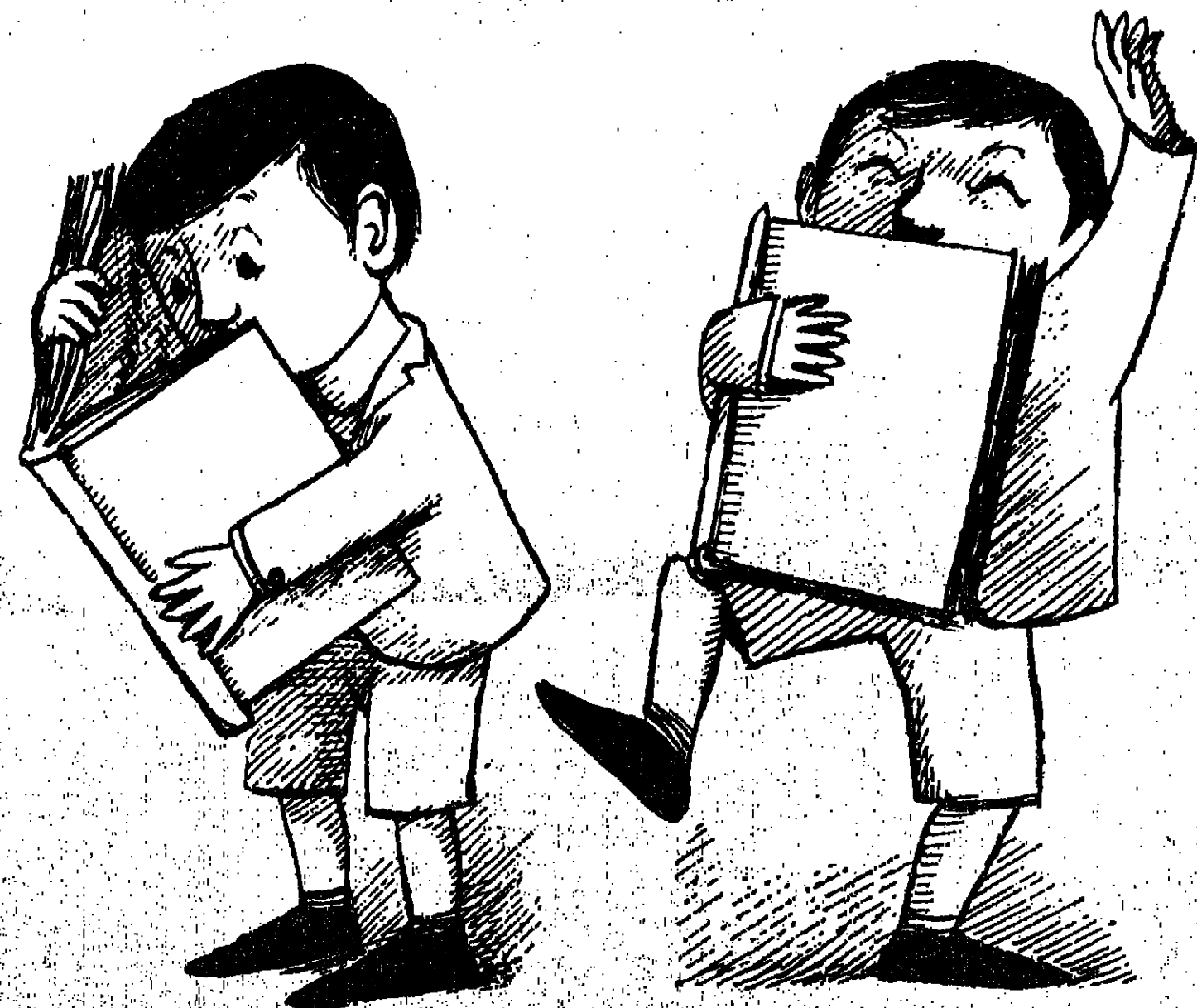
But given that this summary of perceptual development resources represents some fairly consistent results, the question arises—at the Exeter Symposium as well as elsewhere—as to what use, if any, such knowledge can be to illustrators, publishers and critics. For my part, some of the issues become clearer once a basic distinction has been made between illustrations aimed specifically at the immediate needs and skills of the child, and those that may have a rather longer term view in mind.

An expensive, finely illustrated children's book, for example, may be bought to be looked at and talked about alongside the child, so that he or she can grow with it, perhaps understanding more with age. Such a very personal, long-term relationship with a book will probably never lend itself easily to research techniques, however important the interaction may seem to be for children lucky enough

to experience such books in the first place.

But illustrations in other books, which are there primarily for their instructional use, as in textbooks or reading schemes, must surely be first and foremost easy to understand, even if this is sometimes at the expense of aesthetic criteria that could help such art wear rather better with children, as they grow older, than it normally does. Reading-books where children cannot recognize some of the objects pictured, as reported by Gertrude Keir in some research into London schools in 1970, are surely unsuitable, whatever the other qualities of the pictures may be, simply because one important aid to reading is thereby being lost.

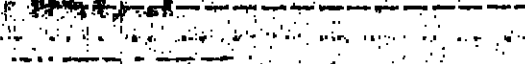
Wordless picture books, such as John Goodall's brilliant *Paddy Pork* series, should even so be treated with caution if they are being used as part of a carefully planned, pre-reading course of preparation, since research seems to indicate that small children can often find them very puzzling indeed, however clear they may seem to adults. It is in just this sort of area that psychological research into the use of picture books can be instructive. This, perhaps, is where future efforts should be concentrated.



Two of Maurice Sendak's illustrations for Robert Graves' *The Big Green Book* (Puffin).

Local produce

EJ Arnold



28

TALKBACK

Deadening influence

Ike Stamper

I once addressed a humble petition to Margaret Thatcher when she was Secretary of State for Education and Science. I objected to proposals to amalgamate four schools into a comprehensive, operating in three separate buildings. One of her minions replied that my objection had been considered and ignored. It would have been exactly the same if there had been a Labour minister.

Who trains the retrainers?

Richard Warrington

I am a product of the first year of the Government's scheme to meet, by sponsoring 30-week retraining courses, the shortage of teachers of maths, the physical sciences, and craft, design and technology.

I now hold the Certificate of Additional Studies in Mathematics awarded by a college of higher education, which undertook to retrain qualified teachers to teach maths at A level. Yet of 11 enrollees, only four both completed the course and found jobs.

The college's undertaking was

At that time we were coming to the end of a sustained campaign to push the desirability of big schools. For years a collection of pundits had explained that the fear of size grew from the lack of managerial skills among teachers. It was heavily implied that petty-minded inward-looking teachers were gripped by irrational phobias when presented with this new and exciting challenge.

Many plausible arguments were urged for big schools, all of them false, or at best, only half-true. They ignored a vital principle which certainly applies to schools, and probably to many other organizations. This is that, in adjusting to an organization, individuals are

irresponsibly unrealistic, unless there was to be selection of trainees with suitably high levels of mathematical aptitude and attainment. But the modest entrance requirement of an A level in maths was in no case supplemented by mathematical assessment at interview.

The course, though reasonably presuming possession of general teaching skills, unreasonably gave negligible attention to skills of teaching maths. Ideally, an A level maths teacher would be able to deal with typical exam questions, and have an understanding of the nature and structure of maths.

The two are not attainable in a year, but understanding will allow the development of facility, whereas the reverse does not apply. The college gave understanding almost no place.

Because of the variety in age,

more affected by the number of people they don't know than by the number they do.

Pupils may get to know 20 teachers and 300 fellow pupils. If, for every one they know, they are surrounded by four or five they don't know, their attitude is significantly altered. This is why it is easier to get a high proportion of pupils actively involved in smaller schools.

It affects the operational problems of discipline and control, as well as the more creative areas like music and drama, visits and games. Some large schools, in some of these activities, are reaching the highest possible standards. Good luck to them. But overall, pupils in large schools take a less positive attitude to school matters.

Some of this is false. But on balance there has been a real educational and social loss because the schools are big—not because they are comprehensive.

The enthusiasm and energy of teachers may not be reduced. They may increase. But they are deadened by the laborious mechanics of communication. A notice board becomes 10 notice boards. An announcement at break becomes 100 pieces of duplicated paper stuffed into 100 pigeon-holes.

A head talking to staff is addressing a public meeting. The whole atmosphere is less human, despite dedicated efforts to overcome the problems. As I walk down a corridor, I may be passed by several hundred children, none of whom I know. The result is, I have almost no educational control.

I do not mean I am less able to praise and punish if the need arises, though it is, indeed, more difficult. But I am cut off in more important ways. I cannot offer a word of congratulation if it should be in order, or ask about the plaster cast which may have appeared on someone's arm, or make an inquiry about an illness or a holiday.

Nor am I likely to be approached to buy a ticket for a youth club raffle, or asked for a comment on the local football team's latest result. I am virtually among strangers.

In a staffroom of a small staff, a remark that Jill Ecks or John Wye is going through a bad patch will produce information and helpful comments from all sides, since a large proportion of the staff know the pupil concerned. With a large staff this never happens.

There are often subject staff workrooms. A cry for help here falls on deaf ears, because the pupil concerned is taught by only one teacher for one subject. Even in a general staffroom the odds are heavily against anybody who actually teaches that pupil being within earshot.

Yet an exchange of experience

problem it does not share; and pauses for collective problem working intimidate the weak or slow, and frustrate the remainder.

The college adopted both devices. Trainee pressure led eventually to shorter lectures, the introduction of tutorials and (very limited) assessed work. But the lecturers seemed unable to handle individual learning difficulties effectively, and the tutorial system soon collapsed almost completely.

Some trainees showed obvious signs of stress (tears, absences, lack of concentration), others carefully argued proposals for change, but course aim, content, and method were never significantly modified. Two capable students left the course abruptly; another two failed the final assessment—one, a foreigner, was never given the tuition in English he plainly needed before a start could be made on his

trails, where to get advice and materials, and a list of useful addresses. Available (price 45p plus 15p postage) from the trust at 52 Old Elvet, Durham, telephone Durham 69797, or from the British Trust for Conservation Volunteers, 25 Queen Street, Newcastle, telephone Newcastle 23932.

● Durham County Conservation Trust has produced a useful 32-page booklet, *Wildlife Areas for Schools*, showing how schools can construct their own garden or nature reserves for use in biology, environmental studies and allied subjects. The contents include sections on design, choice of plants and shrubs, nature

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Ike Stamper taught until Carlton-le-Willows Comprehensive, Nottingham, and was formerly deputy head.

Behind the bombing

Text and pictures by Rod Gwyther

I took these photographs while living in a West Belfast ghetto. It is a strongly Republican area, where

unemployment is around 50 per cent, and where

indiscipline, violence and lack of respect for authority

are a part of everyday life.

The children stand little chance of breaking out of the

vicious circle of poverty, poor schooling and vocational

training, bad housing and unemployment. These would

still be present even if the civil unrest ceased and the

troops were withdrawn.

I went to live in the area for three weeks, to take

photographs of children and young people, and to

find out the sort of things that influence their

upbringing. By living there I got a different

perspective than I would have by just listening to the

media. There is much more to living in West Belfast

than the bombings and shootings. I found there

much positive endeavour by the community and

individuals, which would do credit to people

anywhere.



● The Advisory Centre for Education (ACE) is organizing a one-day conference at the Polytechnic of Central London on Saturday, December 9, to bring together leading figures in education. The conference will discuss ways of encouraging state support for alternative, experimental, and school-based education. (See Peter Newell's T.E.S. article of September 23.) Urban free schools, parent-teacher co-operatives, learning exchanges will be represented. Details and application forms from ACE, 28 Victoria Park Square, Bethnal Green, London E2 9PB, tel. 01-980 4596.

● The Greater Manchester branch of the National Association for Multi-Racial Education has published a thoughtful and stimulating booklet on 'Minority School Maintenance'. It contains the personal views and opinions of teachers, parents and community workers, written from a multi-cultural perspective, and with the aim of helping parents and teachers to learn how to enhance each other's skills. There are articles on home visiting, a multi-cultural evening, minority parents, and other similar topics and a parent-teacher check-list, which every head-teacher with good intentions towards parents should be familiar with. Available price 30p plus 25p postage from: Airline, Ryan, 54 Bedford Road, Didsbury, Manchester 20.

● The magazine *Libertarian Education* has now adopted the more informal title, *Lib Ed*. The latest issue has articles on childhood, children's cinema, a Californian free school, an Australian teacher newspaper,

and the anarchist Francisco Ferrer, plus the usual reviews, letters and information columns. Copies (price 30p plus 10p postage) from 6 Beaconsfield Road, Leicester.

● *Teenage Encounters* is the latest in a growing list of local publications from Centreprise in Hackney. It is a collection of 11 short, sharp stories, mostly about boy-girl relationships, and written with great assurance by Stella Ileskwe, an 18-year-old who was until recently a student at Cardinal Pole School, in Hackney. Copies, price 40p, available from bookshops, or from Centreprise, 136 Kingsland High Street, London E8, tel. 01-254 9632-5.

● The Association for Community Education in Education has already been selected as a conference venue for the National Survey and to examine the priorities for the 1980s. The chairman of the planning committee is Leonard Marsh, principal of Bishop Grosseteste College, Lincoln, and speakers include John Tomlinson, CEO for Cheshire; Norman Thomas, chief inspector, together with Professor Alan Rhyne and Leonard Marsh. The organizers have received a small number of places for individual teachers. For further details contact Peter Gunn, Bishop Grosseteste College, Lincoln. The cost of the conference to be held at Nottingham University from April 14-17, 1979, will be £35.

● The Association for Community Education in Education is a new, independent group of teachers, and

seats and members of both volun-



ary and statutory social services involved in running school and college-based community service courses. Founded by a group of London teachers in July 1977, ACES (pronounced 'ax') is open to everyone in and outside schools and colleges interested in developing community services to education. The next meeting of the London group will be at 5 pm on November 8 at Haverstock School, Cragland Road, London NW4, on the subject of 'School Volunteers in Respon-

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Application forms for above posts are available, on request, a foolscap stamped addressed envelope, from the Headmaster of the school, to whom they should be returned on completion. Closing date 14th November, 1978.

EXTRA

ASPECTS OF ENGLISH

It would seem that the content of the English lesson is a more complicated matter than many of us might assume

UNDER THE UMBRELLA

By Paul Farmer

Considering the amount of time almost automatically devoted to teaching what we call English, it would be reasonable to assume that its nature, justification, aims, objectives and content were pretty well set in stone. After all, this "subject" for all that has happened during the last century, though this kind of secondary school pupil's work. Even supposing that 60 per cent of these pupils eventually achieve an exam result (and some teachers may find this sufficient justification for all that has happened during that time), 40 per cent are likely to leave school with no such ticket. Exactly what was "English" for them?

Some years ago things were simpler. The English lesson comprised a limited range of activities, as can be seen from such descriptions as "Composition" or "Handwriting" which appeared on the timetable. At the same time "Creative" was a less ubiquitous word than it is now; drama was reading plays; and the literary which mattered a great deal rather than oral; and the media were certainly not what one studied. Since then the situation has changed. Just as secondary education as a whole has increased its range of activities, so this average subject has been reflected by an increasing number of approaches to English teaching. Consequently this subject can now contain activities which, though widely accepted as an integral part of the English lesson, make it rather difficult to answer the question: What is English?

It is, perhaps, easiest to seize upon the importance of reading and writing when establishing the nature of English as a class subject in school. It is a class subject in that it is a subject which all people would dispute. But if communication is an aim of English teaching, why should it only be literary? Therefore learning to speak, argue and discuss also enter our description, along with the area of skill-learning which concerns written and oral communication. Indeed, communication, rather than English, might be a more appropriate title for this subject in schools.

Where do the other aspects of English fit in? What has the appreciation of books, plays and poems got to do with all this? I should hesitate to enter into a discussion on the justification of literary work in schools, but if we assume that there is such a justification, how does this work fit in with the communication skills so far described? Even the GCE boards have for a long time differentiated between language and literature in schools, giving equal weight to any claim they may have for independence.

So-called creative work in language is another area of English which might stand on its own. Encouraging children to write imaginatively can be argued for, but is the right place for this activity in the English lesson? The same question may be asked of drama, who sees it as an integral part of all their English teaching, and those who prefer to leave it out of the lesson, or to confine it to a "specialist" or "extra-curricular" activity. Even setting aside the question of interdependence, involving pupils in "creative" or "expressive" drama work may have little to do with communication skills.

Many teachers will disagree. After all, isn't drama just communication of a particular sort? It is, but so are many activities: practical art and music are communication forms, but they do not assume to be part of the English lesson. This easily assumed connexion between English activities is surely no more than a kind of interdisciplinary approach, which appears to justify English as a mass of semi-related activities. I am not trying to belittle the importance of any of the aspects of English teaching discussed here. On the contrary, each has its own place in secondary education, but not necessarily under the generous umbrella of one subject. Indeed, I believe this blanket categorization may even be harmful to those areas of English which are forgotten because some teachers can thus avoid them. The teacher reluctant to be involved in poetry can easily miss this out in the general mass of other activities.

The post-Newson interest in "the average child" has also played a significant part in the more recent development of English, with the emergence of such areas as media studies, not necessarily as a subject in itself (though there is a growing interest in this too) but as a further part of English. Consequently there are now three or four English courses in which optional sections can be taken in these areas, and it is possible in at least one of these courses to take a "film option".

Though this can be justified in various ways, exactly how is it justified within the English lesson? Is there a danger here of certain children opting out of some of the other activities of this subject which others may consider more fundamentally important? What we end up with then is a large number of activities, all of which can be justified in one way or another, but which often relate more logically to other areas of the curriculum than to each other. Literary appreciation may be closer to art or music appreciation than to spelling, while investigation writing is perhaps more to do with

writing in music or drama than it is with reading. Even if we turn to contemporary educational philosophers, we find little help in defining exactly what English should be. The inclusion of aesthetics in Paul Hirst's forms of knowledge may lead to a justification of literature, though this kind of work may just as easily fall into his category of "our own and other people's minds" and thus find its place in the humanities. John White, in his work on the compulsory curriculum, emphasizes the importance of literature in helping pupils to gain an understanding of different ways of life, so that they might choose the right one for themselves. Again, this assumes a connexion between literature and humanities rather than literature and English.

There are many different points of view involved here, and it would seem that the content of the English lesson is a more complicated matter than many of us might assume. Perhaps a more thorough appraisal of the content of this major area of the secondary school timetable is called for, which looks at all the activities at present embraced by this subject.

Paul Farmer is head of the faculty of communication studies at The Stoke High School, Ipswich.

Appreciation in English

Passages for Advanced Level Practice

F.E.S. Finn

Faced with an 'unseen' passage of verse or prose, many students complain that they do not know what to say, or how to organise what thoughts they have. The exercises in this collection have been designed to encourage students to think about the style and content of verse and prose passages in a methodical manner.

The first half of the book gives practice in comparison of two or more poems; the second half provides single poems and prose extracts for appreciation, and verse and prose; or two prose passages, for comparison. While emphasis throughout is on questions involving appreciation — in terms of the treatment of the theme, the subject matter, the mood and intention of the writer, and the descriptive qualities of style — there are also questions directly testing understanding of the meaning of words, phrases and sentences.

Two indexes are provided: an alphabetical index of authors with question numbers, and an index of authors in question order. These may be extracted if desired.

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Examination by coursework still gives cause for concern although long experience of using coursework samples for English assessment has shown that consistency standards can be achieved

THE CASE FOR COURSEWORK

Argued by Alice Wakefield

Coursework has been a familiar part of English assessment procedure for many years. Since definitions vary so widely, as do arrangements for its production, presentation and moderation, it may be useful to rehearse why in general this method is so particularly appropriate to English.

First, it presents the great advantage that a much wider range of writing can be sampled than can ever be possible in one or two papers within a set time limit. Extended essays, creative responses to literature, letters, which can actually be sent for a purpose to real recipients, are among the kinds of writing that seem more appropriate to coursework than to a set examination. The third example raises also the question of audience. Instead of addressing himself solely to "the examiner", the student writer can more easily through coursework gain practice in varying his style according to his audience, whether this be his peers, his teachers, the wider public or even himself.

It might be argued that there would be no point in sampling writing over a range of contexts and audiences if it could be shown that the narrower range, perhaps epitomized by the essay, summary and comprehension of the traditional O level language paper, is a fair general indicator of the student's competence over a wider range of written tasks. With the exception of summary and some purely technical matters like punctuation and spelling, it is unlikely that this is so. In particular, the familiar set-piece composition, even if disguised to appear closer to the student's interests with titles like "My First Disco", will hardly train him to produce anything except more of the same, which he is never likely to need in any context other than further English examinations.

Attempts have recently been made to categorize more precisely the main types of writing it might be appropriate for the student to practise, and the most frequently quoted list is: informative, persuasive, personal, imaginative and evaluative. It is likely that the set-piece examination carers more adequately for sampling some of these than others. Coursework, on the other hand, can provide a much more flexible medium for all of them and since few places of writing in real contexts fit exclusively into one or other of these categories, for viable combinations.

Coursework has a second major advantage in English in that it can allow for reflection and perhaps preliminary discussion or research. This is especially important in testing a response to literature, where the set-piece examination inevitably results in concentration on a small number of books, often widely different from each other, and sets a premium on memory and improvisation. Coursework, on the other hand, can allow for varied responses both critical and creative, with proper opportunity for the mulling over and savouring that a true response to literature frequently demands.

Furthermore, where a piece of literature evokes a variety of responses, from planning a production of a scene, perhaps, or writing a poem inspired by the work to writing a critique of it or analysing some aspect of the structure or style, the development of the work can be shown through the coursework, thus eliminating the more undesirable effects of the dichotomy between "language" and "literature".

After more than a decade of using samples of coursework for English assessment experience has shown that where we have carefully controlled moderation, an adequate number of criteria and proper opportunity for teachers to meet and discuss the procedures, a considerable consistency of standard can be achieved. Furthermore, the value of the exercise as in-service training for staff is considerable. Why, then, should examination by coursework as currently practised in English still give cause for concern?

There are three reasons: first

that it is undoubtedly time-consuming and can be expensive; second, that much coursework presented for assessment does not in fact illustrate the potential range outlined in the early part of this article; thirdly, that practices vary so widely in different parts of the country that we have nothing yet agreed as a national code for coursework procedure. The first of these reasons is, of course, highly important, but since it is mainly administrative (and not, I trust, insoluble) I must concentrate on the two more fundamental points.

The National Association for the Teaching of English, as part of its annual conference held in Norwich in April 1977, held a commission on the examining of English. Seventy teachers and examiners gathered for four days to exchange views and materials. Coursework was considered in detail at both 16-plus and 18-plus levels, and the occasion provided a unique opportunity for the scrutiny of coursework samples from a number of boards. At the 16-plus level particularly it was disquieting to note that the coursework samples with a few notable exceptions seldom proved to be work very different from what the



An aspect of English that requires concentration: learning to read and write.

candidate might have been expected to do in a terminal examination. True, these candidates still enjoyed the general advantages of coursework, such as the elimination of the "bad luck" element of the set-piece examination, and in many cases the folder suggested a range of classroom stimulus and literature read and studied, even if the resulting individual pieces of work were conventional. Nevertheless, it would seem that we have not yet taken the fundamental step of deciding which tasks are more appropriate for set-piece examinations and which for coursework, and thus avoiding duplication. There can be no point in setting three comprehension exercises from a textbook, identical in kind, and then usually set in examination, "putting them in a folder" and calling this "coursework".

This is just a waste of resources. Maybe the actual structure of some examinations needs to be changed? John Dixon, for example, has suggested in *English in Education* Vol II No 2, Summer 1977, that at A level, if width of reading was sampled by coursework, then the set-piece examination could be devoted to a deeper response to one or possibly two texts rather than to the inevitably more perfunctory approach of 40 minutes each on three or four.

The NATE conference provided an interesting opportunity to compare in detail the syllabus requirements for coursework in various 16-plus examinations. Striking variations occur. Candidates can be

asked, for example, for any one of a selection of 30 pieces of work to yield 15 per cent of the total mark, to a minimum of 10 pieces of work to give 100 per cent. As for the actual content, different types of writing are usually stated that the pieces of work must be of the syllabus, specifically allow and some exclude creative work, on a literary text, or a review, film or production; at least one must be submitted.

From what stage the work should the samples be drawn? Some boards ask for a selection of work to indicate the student's work at the end of the course. Some ask for the highest standards achieved by the pupil, i.e. approach is to ask that the work should be arranged in the sequence in which they were written, to cater the candidate's development over the period of the course. Even over the actual presentation of the work there are differences. Some boards ask for little more than the date and title of the work. Others require a fairly detailed statement as to the amount of preparation, the time allowed, and whether the argument was done in class or at home. Most boards agree that the work must be the student's own, and that fair copies are allowed, but at least one insists that the effect of the teacher/pupil relationship, saying that versions which have been rewritten in the light of discussion with the teacher are allowed, provided that the drafts are submitted along with the final one.

Many teachers who have been using coursework as a means of assessment for years, particularly for CSE, are astonished to discover these variations from region to region. It is far from easy to set up a system for teachers to be aware of the full range of possibilities. It seems to many of us NATE that we now have sufficient experience of coursework to be convinced of its worth, but that time has now come for the exploitation of its potential in English and to work towards setting more nearly approaching national code of practice.

This is particularly important view of discussions about a common system of exemplars, plus, where the moderation of coursework will be a major issue. In many CSE centres, coursework is likely to be a substantial component of the assessment scheme, and four of the CSE boards have special syllabuses which include coursework element in English at advanced level.

In colleges of further education, coursework assessment has been used very successfully in O level, new studies and public administration courses for 10 years or more and it is little wonder, therefore, that this method is being carried over and further developed in new TBC and BEC courses. The method is used by many schools, faculties of English in university degree courses.

We should never confuse testing programme with a testing programme; nevertheless, it would be idle to deny that the one influences the other. There is a substantial body of opinion that set-piece exam on its own cannot provide an adequate sample of students' overall competence, which to base a judgement on written English, and to suggest that the inclusion of an element of coursework assessment can greatly increase the flexibility of the testing programme. That some elements remain in dispute, but time has come when they can and should be overcome.

Alice Wakefield is Deputy Head Brims Park School, Garsington, Oxford, and a member of the NATE Committee.

LANGUAGE: TRUTH OR LOGIC

By Jon Nixon

The idea of the teacher as one who trains his pupils to speak "correctly" has now largely given way to the more fashionable notion of the teacher as one who creates situations in which children learn to speak "appropriately" or "acceptably". Indeed, "appropriate" has become something of a clarion call among the avant-garde in defiance of the old word "correct".

This shift of emphasis has had two significant results. On the one hand, English departments have recognized the value of drama as a means of preparing pupils for the range of language uses demanded of them, and, on the other, drama specialists have seen that their expertise has a vital part to play in the language development of the child. Thus, there has been a gradual merging of the interests and resources of two subject areas which have distinct functions within the curriculum as a whole.

Wander through the English department of virtually any comprehensive school in the country and you will see small groups of pupils huddled round cassette tape recorders busily preparing improvised and scripted plays for the benefit of their classmates. Conversely, in the drama department, creative dance and movement are hardly to be found at all. As a swift glance at any sample of Mode 3 drama CSE syllabuses will show, drama teachers give priority to language-based work.

The approach to language studies through role-play has not been without its champions. Anyone wishing to become familiar with the field would do well to start with the Schools Council publication, *Language in Use* (1), which back in 1971 gave an important lead to the use of the drama method outside the drama department.

By providing a series of teaching units, which although adaptable were highly structured, it showed many teachers that drama could be made to work. The caution with

which even the most elementary role-play exercises were introduced into the units only served to reassure the mass of its readers, who could have had little knowledge of recent trends in educational drama.

More recently, John Seely's *In Context* (2), although pedestrian in the main and challenging few time-honoured assumptions, has enjoyed considerable success. To my mind it falls unhappily between two stools; neither coming to terms with broad, theoretical issues, nor providing a practical groundwork. Nevertheless, it does offer one or two useful tips.

Both these works would seem to have enjoyed the dubious privilege of having been admitted into the Bastille-like precincts of Elizabeth House. The DES, in its haste to promote a concern for "language skills", has of late been at considerable pains to emphasize the usefulness of improvised drama. It will be interesting to see, when the DES document *Curriculum 11-16* is finally available, what Paul Haffner, HMI with national responsibility for drama, has to say on the subject. The rationale of much of the work undertaken in the field of language and drama is shaky to say the least, based as it is upon a naive faith in the transference of learning from the "symbolic" to the "real" world. "If I paint, carve the young Phobos, am I therefore young?" asked Browning's Cleon. One might equally well ask "If I adopt a variety of roles within the context of classroom drama, am I therefore going to use language more appropriately outside the classroom?"

To the best of my knowledge no tests have been devised, let alone administered, which could prove this either way. So the entire approach is justified in terms of an assertion that can neither be fully substantiated nor fully refuted on rational grounds.

That, however, is not my main gripe. The faith can have much to commend them. More serious

is that the term "appropriate" has frequently been used as a disguise for the old, correct label. The apparent neutrality of the former term might not blind one to the fact that it is value-laden.

After all, who defines the boundary between what is and is not appropriate? None other, surely, than the elite who not so long ago upheld the notion of "correctness". Standard speech still rules; and the vernacular, though deemed "inappropriate" rather than "incorrect", is considered sub-standard.

Whether this confused thinking is a deliberate attempt to mystify is not for me to say; but its effect has certainly been to mislead. While promising to lend variety to both English and drama departments, it has imposed a dull uniformity upon both, contracting to a narrow band of transactional skills the full range of effective learning in as far as it relates to language and drama.

Frequent reference to the linguistic relativists, Bernstein and Halliday, by those trying to justify at the theoretical level work in this area, convinces me that what masquerades as an attempt to educate is merely a form of social training, whereby the teacher initiates the pupils into received values and attitudes.

Education is not just a matter of learning "the major role" we shall have to play in "adult life" (3); it is also learning how to question those roles and the society they comprise. Nor is it solely concerned with learning how "to manipulate language" (4); it is discovering a language of one's own.

Within any society, particularly a multi-cultural society such as ours, the individualistic, the unique and the idiosyncratic in language, as in life, must not only be tolerated, but positively nurtured. Drama can have as important a part to play in this process, whereas the child discovers his own voice, as has had in the training of pupils

in what have come to be known as "language skills". Certain philosophers have conceived of truth not as the correspondence between belief and fact, but as a coherence in the body of our beliefs. This notion of truth is particularly relevant when considering works of art. For the "truth" of art is its symmetry; its capacity for holding in form its own disparate tensions and energies.

Recently a journal, well known for its progressive views on English studies, was dropped through my letter-box. Thumbing through its pages I alighted on the inevitable passage concerning the use of drama within the English department.

"After the usual opening gambit 'Children need to practice in using words in a variety of contexts', there followed those familiar examples of classroom practice 'Give directions to a child who is new to your school on how he can find the toilet'."

The only distinguishing feature of the piece was that its author teetered on the brink of acknowledging the banality of the very exercises he was proposing. "The more imaginatively and completely these are embedded in a context the better, for then children will be unlikely to perceive them as mere exercises." (6).

Perhaps. But even that is doubtful, since children, unlike educationists, could hardly be coned into believing that instructions concerning the whereabouts of the toilets had very much to do with either language development or drama. It would denote a sad failure of nerve if, in an effort to justify drama in terms of a restricted notion of language development, teachers confined their work to a series of role-playing exercises in which the class was expected to jump through sociolinguistic hoops like a troupe of articulate poodles.

The truth of art, as Ernst Cassirer affirmed half a century ago, is a necessary complement to the truth of logic. "Logical contemplation always has to be carefully directed toward the extension of concepts, classical syllogistic logic is ultimately nothing but a system of rules for combining, subsuming and superimposing concepts. But the conceptions embodied in language and myth must be taken not in extension, but in intension; not quantitatively, but qualitatively." (5) If we are to enable pupils to become sentient and responsible beings, we must help them gain this "qualitative" understanding of concepts. Unfashionable as it may be, the philosophical idealism of Cassirer is a timely reminder of the need for language play which transcends the neat categories of "appropriate" and "acceptable" and measures itself against "the truth".

Jon Nixon is head of drama at Woodberry Down School, London.

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What appears to have been forgotten by many anthologists is that what is familiar and apparently boring to them, is new and unfamiliar to the children.

A TIME AND PLACE FOR VERSE

By Leonard Clark

Walter de la Mare once surprised a younger poet, who had visited him with his pockets bulging with unpublished poems. What is the poet's opinion of them, by which saying, "Do you ever write verse?" The question was well timed, for the poems which the older poet read through with his usual courtesy, were all written in free verse.

They were not dismissed because of this, several of them were highly praised and later published. But the question itself was intriguing, coming as it did from one who was a master of language, and a superb writer of both "verse" and "poetry", especially for the young. In de la Mare's *Collected Rhymes and Verse for Children* (to be reissued shortly in paperback) is a classic. He recognized as, perhaps, the younger poet did not at that time, that there were differences between "verse" and "poetry", and that children should have access to both.

Dictionary definitions are not always helpful. On the other hand, those that have been consulted make it clear that poetry expresses the imagination and feelings in a way that is distinguished from prose. Verse has metre, regular rhythm and, as a rule, rhyme. But there is no essential connection between the two. Poetry, it just happens that, in English, most poetry is written in verse form.

When Boswell said to Johnson: "Sir, what is poetry?" the old man replied, "Why, Sir, it is much easier to say what it is not. We all know what light is; but it is not easy to tell what it is. Neither can we define life nor love."

The number of anthologies of poetry for children has greatly increased during the past thirty years. Collections compiled for children from about 1920 onwards were characterised by the inclusion of a great deal of "verse", and most of it by writers of the past. With a few notable exceptions, anthologies of poetry of this period did not contain much contemporary work, largely because the educational climate was not yet ready for it.

Payment of copyright fees may also have had something to do with it: editors of anthologies, especially of those mainly intended for schools, were normally expected to pay these fees themselves. Occasionally one did come across work by Walter de la Mare, A. A. Milne, I. B. Hall, E. Nesbit, Eleanor Farson, Rudyard Kipling and Alfred Noyes.

But as the social and educational climate changed, so did the nature of the anthologies for children. The emphasis was gradually taken off the more familiar and traditional poems and verse, and more contemporary poets were represented. Anthologists were encouraged by reviewers to "progressive" teachers in the schools, lecturers in colleges of education, and some HMIs, to compile collections which contained examples of the best work by living poets.

Such a change of emphasis was to be commended, but some of the results were disastrous, as a glance at some of the anthologies published during the past thirty years will quickly show. Many of the poems chosen, however excellent they were of themselves, soon proved to be remote from the everyday physical, emotional and imaginative experiences of all but the brightest children. Many of these collections, loaded by exaggerated publicity, had a short life. The dust settled on them. They littered the stockrooms of many schools.

Alas, the "contemporary poetry" philosophy still holds sway, as a study of several recently published anthologies for children will soon reveal. There is also another heresy which claims that different kinds of poems are needed for children who live in towns and cities than for those who live in the country.

What appears to have been forgotten by many anthologists of our own day is that what is familiar and apparently boring to them, is new and unfamiliar to the children, though not always to their parents. The time has come for the balance to be corrected.

anthologies available which contain "poems" of the highest order, both by dead and living poets. What is now needed are more collections of "verse" of the highest order by dead and living writers. Much of this "verse" belongs to the best traditions of literary writing. Such memorable verse as *The Burial of Sir John Moore at Corunna*, *The Wraggle-Tuggle Gipsies*, *Elegy on the Death of a Mad Dog*, and *Twinkle, Twinkle, Little Star* are as much a part of literature as the deeper, more challenging, more imaginative, sublime poems of Milton, Wordsworth, Hardy, Yeats, to mention but four great poets. But so much of this traditional verse is being neglected and may, in time, be completely forgotten.

For a number of reasons, rhyme, metre and controlled form are disdained. It is not for nothing that the simple verses of Patience Strong, Wilhemina Stiech, Adrian Mitchell and Pam Ayres have found a popular audience, whatever one may think of their merit. Nor that people enjoy singing hymns. The accomplished verses of genuine poets like Sir John Betjeman and Brian Patten, have won a new audience of people who would make no claim to be regular readers of poetry. Much of the work of poets today is introspective, cynical, pessimistic and anti-romantic, full of a sense of impending doom and chaos.

All this is not unconnected with the vast amount of "free" writing of "poetry" which children and adults are doing today. Children are encouraged by many teachers to express "themselves" without resource to rhyme, metre, poetic shape, but only colloquially. They are taught that content is all, that form does not matter, that sub-

jective writing, rather than the objective, is to be preferred. It is of his day declared that it is "a subjective difference".

There is, of course, much to be said for the theories pushed too far. Many of the positions written down by poets and adults, are neither poetry, but only slack, sloppy prose, deficient in rhythm, banal imagery and often with little wit, witless and, as a subject matter, the least much "modern" poetry is rubbish and often the shallowest thinking and ideas. But it is not fashionable, and there will be an avowed disclaimer. Almost anyone, smallest gift for language, can off a "modern" poem at minutes and, what is worse, published in some little or other.

The writing of significant and poetry is a craft, well learned. It makes considerable demands on the skill of the writer. As Coverly said in *The Poet*: "There is a pleasure in it."

Which only poets know. Because it is a craft, it has disciplines, even if it has defined rules and bounds. It is a piece of verse or poetry is a marriage between form and content (the "unimus" and "quidam" of the *univus* where the sewing together can hardly be distinguished. "Verse" has always had its terms. It is either poem, not.

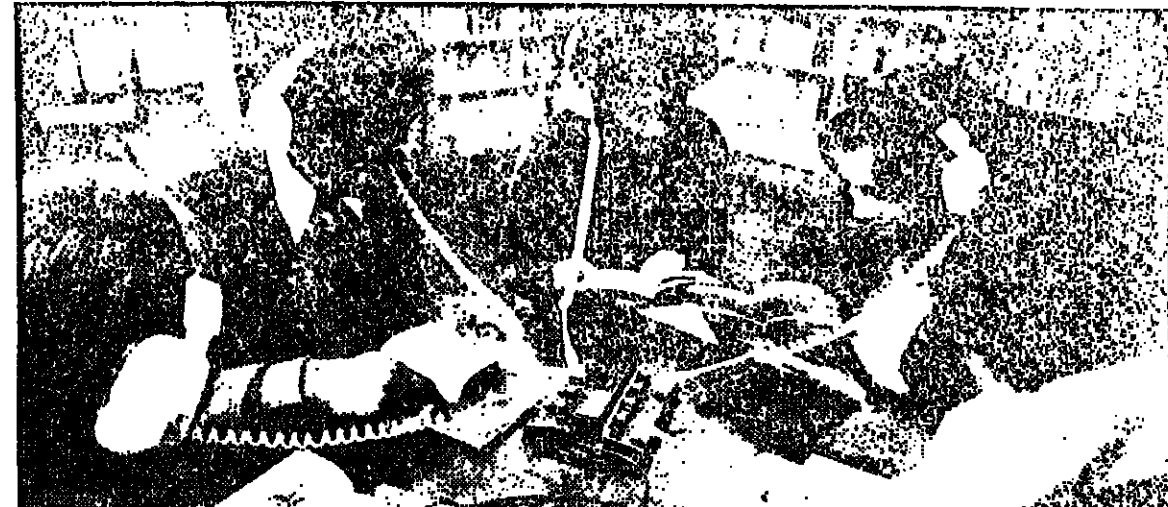
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LOOKING FOR TALENT

Lynne Gladstone-Millar reports on a new Writers-in-School scheme in Scotland

This term the Lothian Region began its first Writers-in-School scheme, an imaginative project financed by the Scottish Arts Council and the Lothian Region Department of Recreation and Leisure, whereby a team of writers visits schools regularly. This is not the same sort of exercise as the Writers-in-Residence scheme which operated for several years previous to this. Donald Campbell, the poet and playwright (*The Jesuit*), who was Lothian's Writer-in-Residence, is now coordinating the Writers-in-Schools scheme. He talked to me about the difference.

"When I was going into schools as a writer-in-residence, there was no actual remit about the kind of pupils I would be dealing with. I could investigate them and find out different ways of working with different types of pupils. What we are doing now is something rather different. "We have a team of five writers who will go into five different schools throughout the session, and we have the very specific remit of looking for talented pupils. The pattern that now seems to be emerging is that when a writer goes into a school, the first three or four visits are simply introductory sessions. He meets a range of pupils determined by the school, and has talks and readings with them. "After that, the writer need not go into a classroom. The pupils can be sent to the writer with work they have done for the purposes of counselling, or a writer will be given a whole lot of stuff which pupils have written, either in the classroom or out, to look at. Where



An A-level English literature session.

there is a school magazine, the writer can also look at that. The idea is that at the end of the project we will be able to produce an anthology of our own and the pupils' work."

The great difference from the writer-in-residence scheme is not that they are not holding classes in creative writing, but that they aim to give children with some degree of literary talent the same kind of service that is given to those with musical talent, or a special aptitude for sport. They are not talking about children who might be interested in writing and might have something "knocked" in them; they are talking about children who are interested now.

"It is very unusual to find a child who will write in a free and uninhibited way, because children are very much aware of a particular style which is for school. The writing often suffers because of that. Remember that everything a pupil writes for a teacher is conditioned by two factors—first, by what the pupil thinks the teacher wants, and second by what the pupil will permit the teacher to see. These are disadvantages that pupils have."

"To my mind, the most important factor, however, is that everything a pupil writes the teacher must read, so that the pupil does not have any incentive to attract a reader's attention. Then there is the point, and I don't think we realize this quite as much as we ought to, that this is a whole duty to get things right. They don't want to get into any trouble giving wrong answers, which discourages them taking any risks in their writing, and writing creatively involves taking risks."

Donald Campbell enjoys challenges such as these and welcomes what he calls the "challenging experience" of working with children. "Sometimes they don't believe I am a poet. They think I am talking the micky out of them. They ask—and I think this is quite interesting in terms of what we are doing—about the practical aspects of writing. They ask things like 'How long does it take to write a poem or a play?' 'How do you begin it?' 'What sparks it off?' 'How much do you get paid for a poem?'"

Once children realize, however, that they are talking to someone who earned his living by writing, there is no way in which they can be merely impressed, as adults often were. It has to do with their innocence.

"It does not matter to them if the teacher has told them that I am a famous poet. They will not accept me as a famous poet, except on their terms. It can give a much clearer idea of what kind of impact you are really having."

Donald Campbell also finds other benefits in this type of work. He gains a vital insight into the community through the children, which he would not otherwise have. "If I was simply doing nothing more than sitting at home and writing, I could quite easily become disconnected from what is going on. Schools save me from that. I learn from the children."

He also feels that as a writer he has a commitment to them, and to the community as a whole. "I believe that the cultural influences that obtain in any particular society have a very potent influence on the quality of life within that society. I believe that a great many of our problems today spring from the fact that much of our cultural life has been killed off."

"I don't believe in writers becoming literary gents and pitching everything into literary terms. I don't write simply because I enjoy it—although I do—but I have certain things I want to say, have to say, and these are derived from the community in which I live, and I feel I ought to devote whatever talent I have to the cultural well-being of that community."

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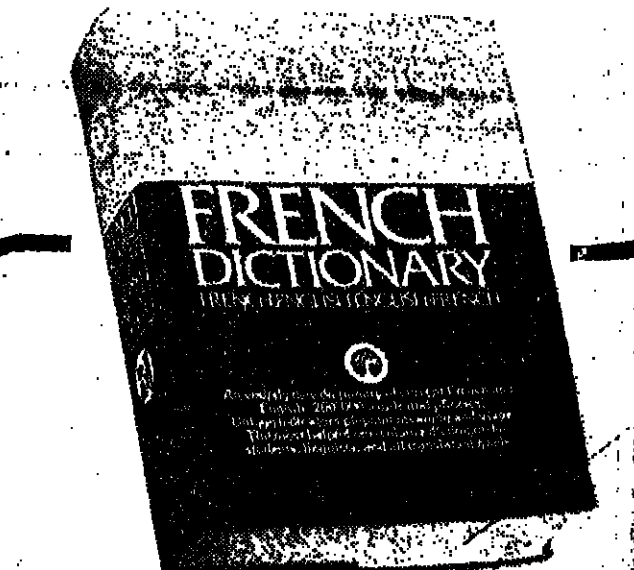
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Total concerns

Margaret Mallett on English in the middle years 8-13

English work has been too long beleaguered by a failure to act on the recognition that creative and technical aspects of language are complementary. Putting the English teacher's role in a nutshell—she has to help pupils use language to process experience with increasing success and subtlety.

But in writing there are certain conventions to be mastered if we are to share our insights. Spelling and punctuation need careful and systematic attention. To give them more status than they deserve, however, is to risk having a false centre to English teaching.

Development in language is incremental and is essentially a shared responsibility; every teacher needs to know enough about language and learning to help progress in their own subject—a main theme of the Bullock report. History, geography, science and so on provide the best contexts for the development of some kinds of writing, but because of their special interest in language development English teachers share in the enormous task of moving pupils forward in their ability to use factual writing in all its varieties.

Nevertheless, we rightly consider ourselves the guardians of imaginative and personal writing. In English lessons, a special value is placed on the subjective, personal response to the experience in and out of the classroom. They thrive on richness and diversity of interest—not least that found in mixed ability multi-cultural classrooms.

The developing individual, whatever his background or ability, with all his latent imaginative and intellectual powers is central. We want to mobilise a positive orientation to the question: "Who am I?" We do this in many ways—by encouraging pupils to organise and articulate segments of experience, by leading them in and out of poems and stories pinpointing where their own experience matches or diverges from the writer's, and sometimes by not being afraid to share with them our own understanding of the human condition.

Often we invite a careful look at those truths which emerge in the course of everyday life but which form our total wisdom about the world.

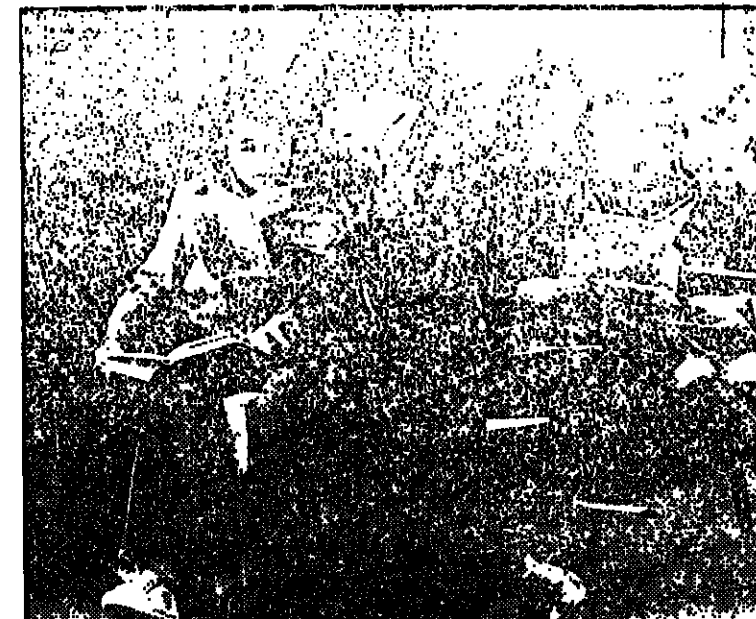
To achieve this we use the four language processes, talking and writing, reading and listening. Talk, particularly in small groups, has acquired a new status—speculation and exploratory it has special value in new learning. Improvised drama offers a unique use of the spoken language in which pupils make something together; concepts not easily illuminated in any other way for our age-group can become accessible. Here is an ideal method of exploring issues and ideas in English and other lessons; yes, it is difficult to find evidence for its use in more than a handful of schools. Do teachers fear it as an invitation to chaos? Properly used working on it they are to form our total wisdom about the world.

Such labels are of little use when applied to either teachers or methods. It is a matter of deciding what kind of learning each involves and going about it effectively and appropriately in the light of the age and stage of the pupils and the other work in hand. Few of us now consider class analysis a suitable study for younger pupils, but I believe selective aspects of grammar, for example the parts of speech, need to be known.

Often where spelling and punctuation are taught as the need arises or "on individual basis" we find almost total neglect in practice. We need to plan a policy with our colleagues and to ask them to reinforce what we have begun. Paraphrasing is something which needs to be taught across the curriculum. Notes about the four or five main spelling rules, personal spelling lists and notes on punctuation could profitably be taken from lesson to lesson.

Clear and elegant expression is not achieved by working through arbitrary exercises in comprehension. Literary passages are peculiarly ill suited for trivial questioning—their use in this way goes against all we know about helping extend understanding and enjoyment of books. Such an approach results from a failure to recognise that there are different kinds of reading—we do not read a poem and an article in this journal in the same way. Language develops and writing improves by using it in its various contexts.

One response is to organise some work in themes. Getting the most out of a text, taking notes and presenting an argument after weighing evidence from different sources are all part of a factual content. So is the teaching of paragraphing and some other technical skills. Not only do themes—like animals, islands, myths and the mass media—provide the content that makes sense of the skills of the English programme, but the dangers of fragmenting the work are far less. Imaginative and factual ways of



The shared pleasure of books.

than on the words and phrases to be used.

Schools Council Working Paper 59 offers evidence that much successful imaginative writing comes out of broader contexts like primary school projects. Not surprisingly pupils write well when they have commitment and interest in the topic. Ten-year-olds who had dug up a wreck documented each stage, researched with the teacher's constant help in archives and libraries, then wrote what they themselves considered to be among their best poems and imaginative narratives.

The informational side of the work enhanced the imaginative so that when one boy reconstructed the shipwreck he named the parts of the ship in their likely order of disintegration in the storm to give his narrative a special authenticity.

Writing of this quality is no easy option and is at least as highly disciplined as other kinds. To select, organise and wrap in language a slice of experience with care and integrity, articulating feelings as well as thoughts, is not something we can achieve quickly.

Turning to the English teacher's responsibility for what we may broadly call language study—many people perceive this area as an ill-assorted job-lot in which we lump together grammar, punctuation and spelling, comprehension and handwriting. Progressive teachers are thought to care too little and traditional teachers too much for these concerns.

Such labels are of little use when applied to either teachers or methods. It is a matter of deciding what kind of learning each involves and going about it effectively and appropriately in the light of the age and stage of the pupils and the other work in hand. Few of us now consider class analysis a suitable study for younger pupils, but I believe selective aspects of grammar, for example the parts of speech, need to be known.

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THE TIMES
 EDUCATIONAL SUPPLEMENT

ALREADY UNDER WAY

A.M. Wilkinson reports on the current situation in English teacher training

The Bullock Report has provided a focus for English since its publication. However, it would be quite wrong to see the teacher trainers as responding reluctantly. Quite the reverse is true. In fact, scholars in teacher training institutions have been largely responsible for creating the intellectual climate which made it possible for the report to be written. Books associated with the names of Adams, Bernstein, Britton, Barnes, Creber, Dixon, Martin, Rosen, Straits, Tough and Whitehead (to name but a few) have been seminal.

Again, it makes the major and influential language projects of the Schools Council and its Development Projects, 18 out of 22 are based in UDES or Colleges of Education. Facts such as these are too often overlooked in the sniping that goes on against teacher training.

What Bullock proposed was a new discipline, "Language in Education" which should be obligatory on all intending teachers. Its attitude was defined "minimum specification" for such a course—knowledge of the nature of language, the functions of language, the relationships of language to thought and learning, the acquisition and development of language, and the acquisition of reading. These specifications appeared, scarcely changed, in the report.

Not surprisingly, in view of the least one teacher trainer as outlined above, the UDET Standard Committee D in 1976 conducted a survey of how far Bullock recommendations had been implemented. (The Bullock Report—a Register, Southampton University Library) is found a large variety of activities already under way. In fact several higher degree courses in the field, for example at Birmingham, Bristol, Exeter and London, actually predated Bullock, and others were in an advanced stage of planning.

For the colleges of education the Bullock Report came at a time of frightening uncertainties and threats of closure, with pressure to diversify and the heavy additional load of planning and regulation this places upon staff. Under the circumstances the institution of 60 or 120 hour units as recommended was often not possible, but colleges have made a positive response in a variety of ways. The way commonly adopted was to increase the language content of the main course, with the result that students effectively ensured some training. Some colleges were able to introduce specific language courses.

Practice is so diverse that it is impossible to generalize. One may just quote an example. Didactic is reported in the UDET survey as having studies in Language and Literacy, compulsory for infant and junior students; a choice of five optional units—Language and Linguistics, modern English literature, children's literature, language in society, and children's language. PGCE courses have even less room for manoeuvre. Several of those reporting to the UDET survey were offering options in language and reading. One's impression here, however, is that the demand has been met, not so much by the offering of additional units but by a growing awareness of colleagues in a variety of disciplines of the central nature of language as a vehicle of learning, and of personal development, and the manifestation of this awareness in individual and group teaching.

As far as shorter in-service courses are concerned, both I.A.S. and universities and colleges have shown themselves very much aware of the need to develop courses in language. Although the ATOs were officially wound up in 1975, nevertheless, ATO-DES type courses have continued often under the same auspices as before—a partnership between teachers, teachers and training institutions. The Course Sub-Committee of the Committee for the Professional Education of Teachers is to Exeter, for example, has mounted courses in Language and Learning, and the Curriculum over the past four years. The ATO-DES pattern has survived as a need.

However, it comes far short of being able to provide the degree of thoroughness in language training which many consider desirable. Financial stringency may prevent the whole term release of teachers which the White Paper envisaged. Even so, some I.A.S.—Somerset is an example—have been able to provide a series of courses in which teachers are released for four weeks full-time.

A very encouraging sign is the number of schools which have developed either individually or in consortia, "Language across the curriculum" policy. Involving all staff, since language provides a focus of common experience. It seems invidious to single just one of the many useful documents which this exercise has produced, but mention ought, perhaps, to be made of that from Abbey Wood Comprehensive School, both because of its quality and because it was early in the field.

No survey would be complete without a notice of the voluntary organisations such as The National Association for the Teaching of English, which have done so much at national and local level. NATe, for example, with its network of branches throughout the country, its annual conferences and publications, has constantly drawn attention to matters of concern, and provided an in-service training which has had an influence far beyond its membership. The United Kingdom Reading Association too, with its more limited brief, has by its functions and publications provided a great stimulus to sound theory and practice.

With so much done it would nevertheless be foolish to be complacent. Language in Education has still to be fully assimilated in many institutions, partly because of a lack of trained personnel. The relationship between it and the main course (literature based) English and the

main course drama is not intended this time taken as excluding two. In in-service work, degree and diploma courses, mainly by the university, central, but there is no provision for particular in-service courses for those who make them.

At the same time the work of the teacher education institutions should continue. Funds from such bodies as the Schools Council is being a decline. The Council's mission is unexceptionable, it needs to be taken that the needs are not done at the expense of creation and innovation from basic research.

This may not need new scale of the bountiful it does need some.

What would perhaps of all would be if it showed itself in earnest recommendations of the report. Its attitudes have been more than that. For instance, Bullock set the setting up of a unit for language in education. Ideas might be severe candidates, including their own university. Even if not available a pay operation is surely possible, specifically as a condition of scholarship or national expertise, which on pages 27-28 of the Paper. One can only be not significant.

A. M. Wilkinson is in education and head of the Education Centre, Exeter.

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London Borough
of Enfield

SUPPLY TEACHERS

Experienced

PRIMARY AND SECONDARY
SUPPLY TEACHERS

required as soon as possible, to cover short and medium-term absences.
London allowance of £327 per annum is payable pro-rata to the hours worked.
Application forms (stamped addressed foolscap envelope) obtainable from, and to be returned to, the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

ilea INNER LONDON
EDUCATION AUTHORITY

Secondary Vacancies

The Authority would be pleased to receive applications from experienced teachers who are qualified in the following subjects:

Design and Technology
Home Economics
Mathematics
Needlecraft

Appointments will be made to a scale 1 post in the Authority's general teaching service, Inner London Allowance (£402) payable in addition to the Burnham salary.

For the appropriate application form please write to the Education Officer (T52), Room 67, The County Hall, London SE1 7PB, stating whether the application is for a first appointment or not, or you are welcome to telephone 01-633 2101 for further details.

Cheshire

Application forms (sent S.A.E.) unless otherwise stated, are obtainable from the Head of the School concerned, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.
J. R. G. TOMLINSON, M.A.
Director of Education

SCALE 2 POSTS

SECOND IN MODERN LANGUAGES DEPARTMENT
The Victoria County Community High, Crewe (1,100 pupils—mixed)

Required as soon as possible for this developing comprehensive to be responsible for initiation and development of GERMAN as second language, ultimately to "O" and "A" levels. Also required to assist with teaching French. Scale 2 for suitably experienced person.

SCALE 1 POSTS

CHEMISTRY/MATHEMATICS
Runcorn St. Charles R.C. Comprehensive, Grange Way, Runcorn.
New purpose-built 11 to 16 Comprehensive opened in September, 1978.
Housing in Runcorn may be arranged.
Apply by post to the Headmaster.

ENGLISH (TEMPORARY)

Windsford Woodford Lodge Comprehensive
Woodford Lane West, Winsford

Woodford Lodge is a mixed 11 to 16 Comprehensive of 1,800 pupils. Opened in 1974, purpose-built, with excellent facilities in all departments.
Required immediately. Applications (no forms) to the Headmaster as soon as possible.

WOODWORK
Kingsway High, Nalgoin, Chester CH2 2LB
(665 mixed comprehensive)

Required in Civil Department to teach up to "O" level. Also to teach Technical Drawing and/or, preferably, would be an advantage to have experience of teaching up to "A" level.

SECONDARY Science

OXFORDSHIRE
CHURCHILL SCHOOL
Milton Keynes MK8 9LJ
Required for January in this year. The school is a mixed 11 to 16 Comprehensive of 1,200 pupils. It has a Science Department with 12 classes. The Headmaster is Mr. J. R. G. Tomlinson, M.A. Applications (no forms) to the Headmaster as soon as possible.

RICHMOND UPON THAMES

London Borough of
RICHMOND UPON THAMES
SCHOOL
11 to 16 Comprehensive
Middlesex TW9 1JL
Science Teacher wanted for January to help with the teaching of 11 to 16 level. The school is a mixed 11 to 16 Comprehensive of 1,200 pupils. It has a Science Department with 12 classes. The Headmaster is Mr. J. R. G. Tomlinson, M.A. Applications (no forms) to the Headmaster as soon as possible.

SALFORD (City of)

EDUCATION DEPARTMENT
HARVEY VALLEY HIGH SCHOOL
Harvey Road, Salford M6 6BB
Required for January, 1979.
11 to 16 Comprehensive. Scale 1. Please send S.A.E. for application form to the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

SANDWELL

Metropolitan Borough of
SANDWELL
CHURCHILL HIGH SCHOOL
11 to 16 Comprehensive
Required for January, 1979.
11 to 16 Comprehensive. Scale 1. Please send S.A.E. for application form to the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

SHROPSHIRE

EDUCATION COMMITTEE
BROMBOROUGH HIGH SCHOOL
Bromborough, Shropshire
Required for January, 1979.
11 to 16 Comprehensive. Scale 1. Please send S.A.E. for application form to the Director of Education, PO Box 56, Civic Centre, Silver Street, Enfield EN1 3XQ.

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CITY OF WAKEFIELD

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CONTRACEPTIVE COUNCIL

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WEST SUSSEX

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CROESWYLAN SCHOOL

Morda Road, Oswestry
Six-Form Entry 11-16 Mixed Comprehensive
Required for April, 1979 (in advance of reorganisation in September, 1979)

HEAD OF ENGLISH AND DRAMA SCALE 4

Well-qualified and experienced teacher, preferably with Sixth-Form experience, who can give a decisive lead and high expectations to a newly formed team of teachers.

SCALE 4 POST

A well-qualified and experienced teacher is required to set up a Department concerned with the prevention, investigation and treatment of LEARNING DIFFICULTIES. This will include responsibility for the E.S.N.(M) Unit which is to be part of the School

FITZALAN SCHOOL

Upper Brook Street, Oswestry
Six-Form Entry 11-16 Comprehensive
Required for April, 1979 (in advance of reorganisation in September, 1979)

HEAD OF ENGLISH AND DRAMA SCALE 4

Well-qualified and experienced teacher, preferably with Sixth-Form experience, who can give a decisive lead and high expectations to a newly formed team of teachers.

HEAD OF SCIENCE SCALE 4

Well-qualified and experienced teacher, preferably with Sixth-Form experience, who can give a decisive lead and high expectations to a newly formed team of teachers. Candidate should offer PHYSICS and/or CHEMISTRY to "O" level.

HEAD OF LANGUAGES SCALE 3

Well-qualified and experienced teacher, preferably with Sixth-Form experience, who can give a decisive lead and high expectations to a newly formed team of teachers. Candidate should offer French and one other modern language to "O" level.

County Council of Salop

Applications are invited for the following posts:
George Tomlinson Secondary School, Springfield Road, Kearsley, Bolton.
Co-Educational—820 pupils on roll.
Required for 1st January, 1979, or as soon as possible thereafter.

Teacher of Technical Drawing—Scale 1.

These are permanent posts. The school has a well equipped Drawing Office and Technical Rooms. Letters of application, in the first instance, to the Head Teacher at the above address, as soon as possible.

Teacher of Geography and Geology—Scale 1.

To teach up to "A" level.
Hayward Lever High School, Lever Edge Lane, Bolton. Required for 1st January, 1979—temporary to 31st August, 1979.

Teacher of Technical Drawing—Scale 1.

To teach throughout the school up to and including C.S.E. level. The ability to assist with mathematics would be a distinct advantage.

Teacher—Scale 1.

Preferably a qualified teacher of the deaf required for 22nd January, 1979, for approximately two terms during maternity leave of permanent teacher.

Application forms obtainable from the Director of Education, P.O. Box 53, Padbury House, Chichester, Bolton BL1 1JW, should be returned to the appropriate Head Teacher by 16th November, 1978.

READING AND LANGUAGE SERVICE

For January 1979, a teacher of English as a second language in the Reading and Language Service.

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For January 1979, a teacher of English as a second language in the Reading and Language Service.

City of Manchester

Education Committee

Applications are invited for the following posts:

SCALE 1+

CENTRAL HIGH SCHOOL FOR GIRLS
Whitworth Street, Manchester M1 2JB

A well-qualified teacher of MATHEMATICS to teach the subject to CSE level.
Scale 2 post available for an experienced candidate.

SCALE 1

BIRLEY HIGH SCHOOL
Chichester Road, Hulme,
Manchester M15 2JL

Required for one term only:
A temporary teacher of ART for this inner-city multi-ethnic school. A ceramics specialist would be preferred.

SCALE 1

LEVENSHULME HIGH SCHOOL
Cressley Road, Manchester M19 1ES

A well-qualified teacher of FRENCH to teach the language department. The department offers courses up to and including "A" level French. German and Latin and runs a French level course in Latin in the 6th form. The work to be covered for the remainder of the year is French to 4th year level but there will be opportunities for more senior subjects offered.

SCALE 1

WRIGHT ROBINSON HIGH SCHOOL
Abbey Way Lane, Gorton,
Manchester M18 9HL

Two teachers to work in the science department. One teacher to offer CHEMISTRY and COMBINED SCIENCE and the second teacher to offer BIOLOGY and COMBINED SCIENCE. Courses are established in Chemistry, Biology and Physics up to "A" level and candidates will be expected to teach a wide ability range. One of these posts will be a temporary post.

SCALE 1

Assistance with removal expenses given in approved cases for permanent full-time appointments.

LANCASHIRE

County Council

LANCASHIRE EDUCATION COMMITTEE

Closing Date, 13th November.

Primary and Special Schools.

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 61, County Hall, Preston, PR1 8RJ, unless otherwise stated.

Secondary Schools

Forms/further details from and returnable to the Head teacher at the School. S.A.E. please.



BOROUGH OF SOUTH TYNESIDE EDUCATION DEPARTMENT

SOUTH SHIELDS MARINE AND TECHNICAL COLLEGE

Lecturer 1, Department of Electrical Engineering and Radio

Applicants are invited for the above post to commence duty 1st January, 1979. Candidates should hold a M.R.G. Certificate or a First Class P.M.G. Certificate and a D.O.T. Radar Maintenance Certificate. Additional electrical engineering qualifications such as H.N.C. or Final City and Guilds Technician Certificate would be an advantage.

Experience in modern marine radio communication techniques with a sound knowledge of transistorised equipment such as S.S.B. transmitters, receivers, and true motion radar is essential. Application forms are obtainable from the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, Tyne and Wear, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.



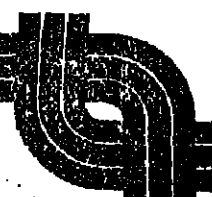
EDUCATION DEPARTMENT

LECTURER I

In law required in the Department of Business Studies at Bury Metropolitan College of Further Education.

The person appointed will be required from January, 1979, to teach General Principles of Law and Mercantile Law to O.N.D. and G.C.E. 'A' level and to assist in the development of B.E.C. national courses. A degree or professional qualification in Law is essential and a teachers' certificate would be an advantage. Salary subject to qualifications and experience, in the range £3,192-£5,334 per annum.

Application forms and further particulars from Director of Education, Athenaeum House, Market Street, Bury BL9 0BN, to whom applications should be returned not later than 17th November, 1978.



THE ST. HELENS COLLEGE OF TECHNOLOGY

Principal: C. P. Gray, B.A., D.M.S., A.M.B.I.M.

Required as soon as possible, temporary Lecturer I in MATHS/PHYSICS

The person appointed would be required to teach Maths and Physics up to GCE 'A' level standard. Some ability to teach Physics/Chemistry to O.N.D. level students would be an advantage. In the first instance the post will run to 31st August, 1979.

Application forms, which should be returned within 14 days of the appearance of this advertisement, are available from the Principal, The St. Helens College of Technology, Water Street, St. Helens, Merseyside WA10 1PZ.

HARROW COLLEGE OF FURTHER EDUCATION

Uxbridge Road, Hatch End HA6 4EA

Lecturer II

Hearing Impaired Unit

Lecturer required to take charge of this Unit which is located in its own premises on the college site. Ability to develop existing work in fields of Lip-Reading, Basic Education, Manual Communications and support services for the deaf is essential.

Application forms and further particulars can be obtained from the Principal's Secretary. Closing date for completed application forms 15 November 1978.

COLLEGES OF FURTHER EDUCATION continued

Other Appointments

BASINGSTOCK COLLEGE

Technical College of Further Education

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Applicants are invited for the above post to commence duty 1st January, 1979. Candidates should hold a M.R.G. Certificate or a First Class P.M.G. Certificate and a D.O.T. Radar Maintenance Certificate. Additional electrical engineering qualifications such as H.N.C. or Final City and Guilds Technician Certificate would be an advantage.

Experience in modern marine radio communication techniques with a sound knowledge of transistorised equipment such as S.S.B. transmitters, receivers, and true motion radar is essential.

Application forms are obtainable from the Principal, South Shields Marine and Technical College, St. George's Avenue, South Shields, Tyne and Wear, by sending a stamped addressed envelope. Completed forms should be returned to the Principal as soon as possible.

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HAMPSHIRE

SOCIAL SERVICES TEACHER

(Burnham Scale 1+£264 p.a. Community Homes Allowance)

ASHBOURNE LODGE SENIOR BOYS' ASSESSMENT CENTRE, WINCHESTER

Our teaching establishment has just been increased and we are looking for an experienced teacher to join our present team.

Ashbourne Lodge has its own Schoolroom Unit in which our present teachers re-awaken and maintain the interests of youngsters in a setting which is not merely diagnostic, but which offers appropriate educational approaches on the basis of individual needs. We need a teacher of wide interests, able to take general subjects. Previous experience of educational attainment testing would be an advantage, but is not essential.

Work with disturbed youngsters is demanding, and applicants will need to be tolerant and sympathetic whilst possessing the capacity for firmness and adaptability.

There is accommodation available. If required, for a single person or married couple without children. Informal enquiries to Mr. D. J. Gibbins, Superintendent or Mr. J. G. Moddings, Senior Teacher, by telephone (Winchester 4809), or by visit.

Application forms, quoting reference 3135X, available from the Divisional Director of Social Services, Cornhill House, 10-14 Andover Road, Winchester, returnable by 27th November, 1978.

TEACHER

(Physical Education and General Subjects)
Burnham Scale 1*
Woking

For Kinton, a community home with education on the premises which caters for 90 disturbed and often difficult boys aged between 11 and 16 years, many of whom have learning difficulties and are of below average intelligence. Applicants are invited from qualified and experienced teachers for the post of teacher of Physical Education who will also have some responsibility for working with small groups of boys with slow learning ability. The person appointed will work within a teaching staff team of eight under the guidance of the Assistant Principal (Education). Along with other teaching staff there will be the opportunity to undertake extensive duties, which average 16 hours a week for which an allowance of £879 p.a. is payable.

Single person accommodation is available for which £489 is deducted in respect of residential emoluments.

There is also an additional £159 p.a. outer fringe London Allowance; £584 p.a. qualified teachers allowance or £398 p.a. unqualified teachers allowance.

For further details contact the Principal, Mr. K. Nicholson, on Woking 55141.

For applications see below (Ref. 78/209/NW).

HAYS BRIDGE

COMMUNITY HOME

at South Gosden which has education on the premises and caters for up to 78 teenage boys in the care of the Local Authorities has the following vacancies:

TEACHERS

£3,687 to £5,385

To join a team of successful teachers and assist them in educating the adolescents. We require people to teach REMEDIAL work in the basic subjects with very small classes with the ability to specialise in the creative subjects such as Art, Craft, Drama and Music.

For further details contact Mr. L. Thompson, Head of Education, Tel. Smallfield 2296. (Ref. 78/302/SE).

RESIDENTIAL

CHILD CARE OFFICER (Grade 1, £2,556 to £3,279)

To complete the team in the unit at Hays Bridge, we require a child care officer to be responsible for implementing new progressive policies involved in the care of the boys. There is also the possibility of a Residential Child Care Officer Grade 4 post available for a suitably qualified and experienced person. For further information please contact Mr. E. Sampson, Head of Care, Tel. Smallfield 2299. (Ref. 78/303/BE).

Accommodation is available at Hays Bridge for single people or married couple at nominal cost.

For above posts: Application forms from Personnel Section (quoting Ref.), Social Services Department, 34 Eden Street, Kingston upon Thames, Tel. 01-548 8111, ext. 244.

SURREY
COUNTY COUNCIL

ADULT EDUCATION Appointments continued

LONDON
INNER LONDON EDUCATION AUTHORITY
TEACHERS' ADULT EDUCATION
St. Mary's Road, SE17 2LA

Position: a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

Salary scale in accordance with the London (F.T.) Report 1977, £3,114 to £5,534 p.a. plus London Allowance. Assistance may be given towards household expenses. Previous applicants will be re-considered and need not re-apply. Details and application forms, returnable by 17th November 1978, from the Senior Administrative Officer at the Institute (please enclose S.A.C.).

LONDON

INNER LONDON EDUCATION AUTHORITY
TEACHERS' ADULT EDUCATION
Devoe Street, London E3 3LL

TEACHERS' ADULT EDUCATION. The Institute is seeking a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

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LONDON

VOUCHER ADULT EDUCATION
In Burgess Road, SE16

Applications are invited for the post of a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

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Accommodation is available at Hays Bridge for single people or married couple at nominal cost.

For above posts: Application forms from Personnel Section (quoting Ref.), Social Services Department, 34 Eden Street, Kingston upon Thames, Tel. 01-548 8111, ext. 244.

DEVON

Community Homes and Associated Institutions

Headships and Deputy Headships

SCOTLAND

ST. ANDREW'S SCHOOL
St. Andrew's Road, St. Andrew's
DEPUTY HEAD
(SOCIAL WORK)

St. Andrew's, a Roman Catholic school, is seeking a Deputy Head (Social Work) to be responsible for the social work of the school. The person appointed will be responsible for the social work of the school. The person appointed will be responsible for the social work of the school.

Salary scale in accordance with the London (F.T.) Report 1977, £3,114 to £5,534 p.a. plus London Allowance. Assistance may be given towards household expenses. Previous applicants will be re-considered and need not re-apply. Details and application forms, returnable by 17th November 1978, from the Senior Administrative Officer at the Institute (please enclose S.A.C.).

Other Appointments

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Assessment Centres

£3,687 to £5,385

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Accommodation is available at Hays Bridge for single people or married couple at nominal cost.

For above posts: Application forms from Personnel Section (quoting Ref.), Social Services Department, 34 Eden Street, Kingston upon Thames, Tel. 01-548 8111, ext. 244.

DEVON

JORDANHILL COLLEGE OF EDUCATION GLASGOW SCHOOL OF FURTHER EDUCATION

The Governors invite applications for the LECTURER IN BEHAVIOURAL STUDIES

Candidates should hold an Honours degree in the field of Behavioural Science. Further Education is highly desirable.

The appointment will be from 1st January 1979 such date as may be arranged.

The salary scale is: £4,110-£7,716 per annum 15 points, increments of approximately £250. The point at which the successful applicant is placed on the scale will be determined in relation to his/her salary at the time of appointment.

Further particulars and forms of application may be obtained from THE PRINCIPAL, JORDANHILL COLLEGE OF EDUCATION, SOUTHBRIDGE DRIVE, GOW G13 1PP. Completed forms should be returned not later than Monday 20th November 1978.

FOR SALE AND WANTED

Community Centre Warden

£4,692 - £5,223

Ernestford Grange School and Community Centre, a community home with education on the premises, is seeking a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

Salary scale in accordance with the London (F.T.) Report 1977, £3,114 to £5,534 p.a. plus London Allowance. Assistance may be given towards household expenses. Previous applicants will be re-considered and need not re-apply. Details and application forms, returnable by 17th November 1978, from the Senior Administrative Officer at the Institute (please enclose S.A.C.).

Two Housewardens (Team Leaders)

£4,500-£5,073 including supplement

Secure Observation and Assessment Unit (12 boys—Direct Intake)

The primary purpose of this "Secure Unit" is to meet the needs of boys from the South West Region who require Observation, Assessment, or re-Assessment in a secure situation. It is anticipated that the vast majority of boys admitted to the Unit will be those boys who would in the absence of such a Unit be remanded to H.M. Prison Department establishments.

The posts of Housewardens (Team Leaders) will be important senior positions with a range of duties which will include: day to day supervision of staff and boys; preparation of reports; the provision of support in staff development and training; liaison with a wide range of agencies and other professional disciplines. Accommodation available.

Informal enquiries to: Mr. K. Harding, Principal, Northbrook Community Home School, Beacon Lane, Exeter, Telephone: Exeter 72714.

Application forms, job description and details available from: Director of Social Services, County Hall, Exeter, Telephone: 77971, ext. 2355.

Closing date: 17th November 1978.

DEVON

THE TIMES EDUCATIONAL SUPPLEMENT

ASSESSMENT CENTRES

Appointments continued

HAMPSHIRE

Position: a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

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Assessment Centres

£3,687 to £5,385

To join a team of successful teachers and assist them in educating the adolescents. We require people to teach REMEDIAL work in the basic subjects with very small classes with the ability to specialise in the creative subjects such as Art, Craft, Drama and Music.

RESIDENTIAL

CHILD CARE OFFICER (Grade 1, £2,556 to £3,279)

To complete the team in the unit at Hays Bridge, we require a child care officer to be responsible for implementing new progressive policies involved in the care of the boys. There is also the possibility of a Residential Child Care Officer Grade 4 post available for a suitably qualified and experienced person. For further information please contact Mr. E. Sampson, Head of Care, Tel. Smallfield 2299. (Ref. 78/303/BE).

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THE TIMES EDUCATIONAL SUPPLEMENT

Youth and Community Service

Appointments continued

HAMPSHIRE

Position: a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

Salary scale in accordance with the London (F.T.) Report 1977, £3,114 to £5,534 p.a. plus London Allowance. Assistance may be given towards household expenses. Previous applicants will be re-considered and need not re-apply. Details and application forms, returnable by 17th November 1978, from the Senior Administrative Officer at the Institute (please enclose S.A.C.).

Other Appointments

Applications are invited for the post of a full-time, casual, day job in a large, open-plan, multi-tenanted building. The worker will be a member of the staff and will be responsible for the operation of the building. The worker will be responsible for the operation of the building. The worker will be responsible for the operation of the building.

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LONDON BOROUGH OF BARNET EDUCATION DEPARTMENT

Youth and Community Service ASSISTANT MANAGERS MALE OR FEMALE

Applications are invited for the posts of Assistant Manager of the following Centres from persons with appropriate skills and experience in community recreation.

- (a) Ashmore Sports Centre
- (b) Grahame Park Centre Point
- (c) Queen Elizabeth's Sports Centre

Salary Scale AP4, £4,530 to £4,917 inclusive per annum.
Application forms and further particulars can be obtained from and should be returned to the Director of Educational Services, Town Hall, Friar Barnet, London N11 3DL. Closing date: 17th November, 1978. Ref: ADM/E/239/41.

Assistant Community Education Principal

(PLYMSTOCK) ADULT EDUCATION
YOUTH AND COMMUNITY SERVICE
RE-ADVERTISEMENT

We are seeking a suitably qualified person who is interested in the field of Adult Education and Youth and Community Work for this post in the Plymstock district of the City of Plymouth. You will be a member of a team of full and part-time staff led by a Community Education Principal and working in this mainly residential area.

The salary will be in accordance with the Barnet Further Education Scale for Lecturers Grade 1 (£3,192-£5,334).
Application forms and full details are available from the Area Education Officer, West Devon area, Civic Centre, Plymouth PL1 2EW (stamped addressed envelope). The closing date for receipt of completed applications is 22nd November, 1978.

DEVON

NATIONAL ASSOCIATION FOR ASIAN YOUTH

(formerly National Association of
Indian Youth)

Applications are invited for the following posts:

YOUTH SERVICE DEVELOPMENT WORKER (GIRLS) TO BE BASED IN BRADFORD AND BIRMINGHAM/ LEICESTER

£4,293 to £5,223 (JNC/AP Scales)

Two experienced and energetic Youth Community Workers are required to develop group activities among Asian girls in the Yorkshire and Midlands Regions. The workers should be mature, flexible, capable of working with various organizations and local authorities, and able to provide support to workers in the field.
(DES-funded Action Research Project.)

COMMUNITY ARTS DIRECTOR

£9,800-plus

To help to develop artistic, cultural and other related activities in the Asian community at national level. We require a sensitive and creative person with organizing ability. He/she should be able to translate ideas into action, and mobilize resources for cultural projects involving amateur youth groups.

COMMUNITY ARTS ASSISTANT

£2,800-plus

To support the work of the Community Arts Director, particularly in the local area.

SENIOR SECRETARY

£2,800-plus

An interesting, responsible job in a busy office. Varied work involving, working with individuals and organizations from all parts of the country. Patience and organizational skills are essential.

Applications should reach this office by November 18, 1978.

Please contact: Rev. John, National Association for Asian Youth, 48 High Street, Southall, Middlesex, Ux. Phone 01-894 1555/6/7.

Hounslow

(London Borough of)
EDUCATION COMMITTEE

Education Department, The Civic Centre,
Lampton Road, Hounslow, TW3 4DN

Required: 1 May, 1979.

VICE-PRINCIPAL OF COMMUNITY EDUCATION

Salary at the mid point of the range for Burnham F.E. Vice-Principal Group 3 £8,444 (inclusive of London Allowance).

Hounslow Community Education Service came into operation on 1 September, 1978, bringing together the previously separate services of Adult Education, Youth and Community, and Sports Halls on school sites. There are two Vice-Principals, one of whom will retire in April, 1979. The vacancy is for the Vice-Principal with responsibilities which include the Youth Service, Community Associations, Grant Aid and Buildings.

Application forms and further details are available from The Director of Education, Civic Centre, Lampton Road, Hounslow, TW3 4DN. (Telephone No. 01-570 7728 ext. 3485.) Closing date: Monday 27, November, 1978.

A. GROVES,
Director of Education

ilea

INNER LONDON
EDUCATION AUTHORITY

THE MONTEFIORE COMMUNITY EDUCATION CENTRE, DEAL STREET, E1

Applications are invited from suitably qualified persons for the posts of

Director Deputy Director

The Montefiore is a community education centre established in 1973 in Spitalfields.

The Centre is a focal point for neighbourhood activity, discussion of current issues affecting the locality, for learning informally and for promoting understanding in a multi-racial area.

There is a wide range of activities for all age groups but scope for new initiatives and development.

Candidates should have proven experience in community work with a relevant academic qualification and a readiness to commit themselves to a demanding leadership role.

Assistance may be given towards household removal expenses. Salary scales in accordance with the Burnham (FE) Report.

Director: within the range £6,051-£7,065 plus £474 London Allowance.

Deputy Director: within the range £4,101-£6,538 plus £474 London Allowance.

Details and application forms, returnable by 17 November 1978, from the Education Officer (CRO), The County Hall, London SE1 7PB (stamped addressed envelope). Informal enquiries to the Centre, Tel. 247 5028.

HARINGEY

SOCIAL SERVICES

Residential and Day Care Section

Temporary Deputy Group Leader

NORTHAW PLACE ASSESSMENT
CENTRE, COOPERS LANE, POTTERS
BAR, EN8 4QN

£3,732-£4,146 p.a. if resident and £3,912-£4,326 p.a. if non-resident

Northaw Place is a diagnostic unit for 25 children, between the ages of five years and 17 years which is divided into a Senior Group (13-17 years) and a Junior Group (5-12 years). Each group has a Group Leader and seven residential Social Workers. There is an education unit on the premises.

Responsibilities include the care of up to 12 children in the Senior Group. Applications are sought from qualified staff of at least 2 years' experience. If resident a deduction of £400 p.a. must be made for board and lodging. Further enquiries to Mr. N. Knight, Officer-in-Charge, Tel. 01-894 6205. Informal visits welcome.

Details, applications from: Director of Social Services, 100, High Street, Haringey, London N11 4BQ. Tel. 01-894 6205. Closing date: 17th November, 1978.

YOUTH AND COMMUNITY SERVICES

A vigorous and challenging service seeks candidates with experience and determined professional application for the following vacant posts:

UNIT ONE RENDEZVOUS: ASSISTANT MANAGER

Major rendezvous with target age of usership of membership basis of over 16, located centrally in Brixton in Uxbridge, and key to unstructured approach to career opportunity for qualified workers commencing contemporary pressures and social education. Ref: 1 January, 1979. Salary JNC 3(1) £4,620-£5,151 inclusive. Ref: E/26/98XE.

FIELD WORKER:

OUTDOOR PURSUITS

New detached post to undertake developmental work and beyond that already well advanced through the Centre in Snowdonia, large local sailing base and narrowboats. Special services required in sailing canoeing. Qualifications in outdoor pursuits and work or teaching essential, together with relevant experience and innovative skills. Excellent opportunity for person with flair and imagination. Salary JNC 3(1) £5,154 p.a. inclusive. Ref: E/26/97XE.

Fringe benefits, in appropriate cases, may be 75% removal expenses, legal fees incurred in purchase up to £400, and temporary lodging allowance. Application forms and job descriptions are available from the Personnel Officer, Civic Centre, Lambeth, London SE1 7PB. No. 01-570 5588, or appropriate reference on date 17 November, 1978.

LONDON BOROUGH OF HILLINGDON

COMMUNITY RELATIONS OFFICER

(AP3-SO1: £5,038-£5,853, including supplement and London Weighting Allowance)

Redbridge Community Relations Council

The officer (preferably aged 30 years of age) will be responsible for developing and implementing a wide range of work aimed at eliminating discrimination and promoting equality of opportunity.

ASSISTANT COMMUNITY RELATIONS OFFICERS

(AP2: £3,279-£3,651 rising to AP3: £4,732-£4,146, including supplement, after satisfactory completion of initial probation, normally after 18 months)

(1) Lewisham Council for Community Relations (plus £285 London Weighting).

(2) Bexley Council for Racial Equality (plus £285 London Weighting).

(3) North East Lancashire Community Relations Council.

(4) Leicester Council for Community Relations.

(5) Calderdale Council for Racial Equality.

(6) Rotherham Community Relations Council.

Assistant CROs undertake a varied range of duties under the direction of the Chief Officer of the Council. The CRO will be responsible for the CRO (case work) for clients in tribunal hearings and with other administrative duties. Education and Community Development are the main areas of responsibility for the CRO in the field and youth. Leicester ACRO will work in the employment field and Calderdale ACRO will assist in working with young people. Rotherham ACRO will assist in the development of liaison with a wide range of statutory and voluntary organizations over all aspects of race relations.

Successful applicants will be required to undergo training which will include a residential period. Contributory pension scheme. Secretarial help and office accommodation. Application forms and further information can be obtained by forwarding a large self-addressed envelope to: Fieldwork Unit, Hillingdon, Room 204, Commission for Racial Equality, 10-12, Abchurch Lane, London EC4N 3JF. Closing date: 22nd November, 1978.

National College of Choueifat in Sharjah UAE

Teachers needed as from January 3, 1979 to teach equivalent to 'A' level in Philosophy, Psychology and Social Anthropology. Teachers who can teach in two of these subjects will be given preference.

Applications to:
The National College of Choueifat,
P.O. Box 2077,
Sharjah UAE



THE SCHOOL COUNCIL OF SACRE COEUR

172 Burke Road, Glen Iris, Vic. 3146

AUSTRALIA

Invites applications for the position of

PRINCIPAL

to take up duties by January 1, 1980, or earlier.

Sacre Coeur is a leading Catholic Independent Day School with an enrolment of over 600 girls from Preparatory to Year 12. It has been conducted by the Religions of the Sacred Heart since 1888 and the School Council has now been asked to appoint a lay Principal.

The Principal is accountable to the Council for the administrative direction and creative educational leadership of an integrated religious/lay staff.

Applications are being sought from candidates with a good basic degree, supported by qualifications in education, who have recent experience in a senior administrative role in the educational field.

In view of the denominational nature of the School, applicants must be prepared to further the Catholic traditions established by the Religions of the Sacred Heart, and to assume responsibility for maintaining Christian values and individual formation programmes which have always been part of a Sacre Coeur education.

Further details may be obtained, in confidence, from the Chairman of the School Council at the above address.

Applications should be returned no later than December 10, 1978.

MINISTRY OF DEFENCE PRIMARY HEADSHIPS IN

HONG KONG

FOR APRIL 1979

Applications are invited from appropriately qualified and experienced teachers for the following primary headships in Hong Kong:

GUN CLUB HILD SCHOOL (GROUP 5)

This school is located in the Kowloon district of Hong Kong. It currently has 226 children on roll and a teaching staff of 14.

STANLEY FORT SCHOOL (GROUP 5)

This school is located on the South East side of Hong Kong Island, and was built in 1972. It is of a modular semi-open plan design. It currently has 331 children on roll and a teaching staff of 17.

The Service Children's Schools abroad cater for the families of British Servicemen and sponsored civilians.

SALARY is in accordance with current Burnham Scale. In addition the London Area Allowance of £402 per annum is payable. FOREIGN SERVICE ALLOWANCE is a tax free allowance towards the cost of overseas travel.

ACCOMMODATION is rent free or an ENGLISHMENT initially for a period of 2 years.

All applicants should normally be resident in the United Kingdom. Teachers do not normally serve in Service Schools abroad after the age of 50 and, therefore, the preferred age is under 47 years at the commencement of the engagement.

Requests for an application form and further details should be made on a postcard to:

MINISTRY OF DEFENCE
CAREER
ROOM 342
LACON HOUSE
THOROUGHMOOR
LONDON, WC1X 8RY

or by telephone on 01-636 6367

The closing date for applications is 31st November, 1978.

SCEA

New Zealand ST MARGARET'S COLLEGE CHRISTCHURCH

Applications are invited for the position of

PRINCIPAL

Candidates should be communicant members of the Anglican Church and University graduates. The person appointed will be expected to take up the position at the end of May, 1979. This may be negotiable.

An Anglican Foundation, St Margaret's is an independent boarding and day school, registered by the New Zealand Department of Education, for girls from 5 to 18 years of age. The roll is 600, of whom 120 are boarders.

Full details concerning the College, conditions of appointment and form of application are available from Miss Elizabeth Whitehead, Gabbalas-Thring Services Ltd, 6, 7 and 8 Sackville Street, Piccadilly, London W1X 2BR. Telephone 01-734 0161.

THE BRITISH SCHOOL OF BRUSSELS seeks:

Immediately

an Assistant Teacher

for the Middle School, fully qualified to teach in Junior age range (8-11 years). A minimum of three years' experience is required and knowledge of Fletcher & Howell's "Mathematics for Schools" is desirable.

For one term - January to April, 1979 - a Chemistry teacher in the Upper School to teach throughout secondary age range, including 'O' and 'A' level classes, with experience of Nuffield.

In view of short notice, please send curriculum vitae and testimonials and names of two referees. Further information will be forwarded.

The Headmaster,
The British School of Brussels,
Steenweg op Leuven 15b,
1980 Tervuren, Belgium.

OVERSEAS TEACHING POSTS

LECTURER IN TEFL (LESOTHO)

Faculty of Education, University of Lesotho. To teach Diploma BED and MED candidates, participate in part-time and in-service training programmes, supervise student teachers during micro-teaching sessions, school visits and teaching practice and to produce and evaluate English learning materials for schools.

Qualifications: Degree plus 1 year university diploma in TEFL/TEFL or MA in Applied Linguistics.

Salary: £5,581-£7,707 plus 10 per cent inducement.

Benefits: Personal and children's allowances; free furnished accommodation; baggage allowance and medical expenses. 2 year KLT contract. 78 MU 119

SENIOR LECTURER IN ENGLISH (MATERIALS WRITING) (HONG KONG)

English Language Institute, The British Council. This post will also provide support to the Senior Lecturer (Teacher Training). Candidates should have substantial experience of ELT materials writing and at least 5 years' TEFL/TEFL experience. 1 year postgraduate TEFL/TEFL qualification required.

Preferred age 35 plus.

Salary: £5,581-£7,707 p.a.

Benefits: Personal and accommodation allowances and other benefits. 2 year contract. 78 PO 203

ASSISTANT DIRECTOR OF STUDIES (UNITED ARAB EMIRATES)

The British Council, Abu Dhabi. To set up, develop and supervise Direct Teaching of English operations.

Qualifications: Candidates, men only, should be UK citizens and have a British educational background, and have a degree or teaching diploma, TEFL qualification and several years' TEFL and administrative experience. Candidates with teaching experience should be preferred.

Wives strongly preferred.

Salary: £5,581-£7,707 plus 10 per cent inducement.

Benefits: Rent-free furnished accommodation with free electricity and water; overseas allowance up to £4,181; assistance with freight and duty on imported car; baggage allowance; superannuation and medical scheme; 2 year contract, renewable. 78 WD 204

Return fares are paid. Local contracts are guaranteed by The British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council (Applications), 64 Davies Street, London W1V 2AL.

THE BRITISH COUNCIL

